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Abstract

This New York City school district educational project dealt with a projected 13,605 children who changed schools under the Free Choice Open Enrollment Program. The program allows parents to transfer their children from predominantly Negro-Puerto Rican schools to schools with better educational facilities and a more varied ethnic population. The fundamental objective was to improve the participating elementary, secondary, and high school children's basic academic skills and attitudes toward education through the provision of additional personnel and services in the "receiving" schools. The program was basically implemented as proposed in terms of personnel but class size was not affected. Participating children and parents acquired and sustained positive attitudes regarding integration and education. There is some indication of progress towards normal levels of reading achievement. (EM)

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in New York City
1967-68

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SERVICES TO CHILDREN IN OPEN ENROLLMENT RECEIVING SCHOOLS

by David J. Fox,
Colleen Stewart and
Vera Pitts

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Center for Urban Education
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New York, New York 10016

SERVICES TO CHILDREN IN OPEN ENROLLMENT RECEIVING SCHOOLS: ELEMENTARY SCHOOLS, INTERMEDIATE AND JUNIOR HIGH SCHOOLS, AND ACADEMIC HIGH SCHOOLS

David J. Fox, Colleen Stewart, and

Vera Pitts

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1967-68 school year.

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CHAPTER I

INTRODUCTION

Dating back to 1960, the Free Choice Open Enrollment Program (hereafter referred to as O.E.) has now been in operation for eight years. Intended to bring better educational opportunities to minority group students, this program allows parents to transfer their children from predominantly Negro-Puerto Rican schools to schools with more space and a more varied ethnic population. The schools from which the minority group pupils transfer are referred to as "sending" schools. The schools to which they transfer are referred to as "receiving" schools. Since 1960, 22,300 pupils have transferred under this program. These students represent less than 5 per cent of those eligible to transfer.[1] Most of the students who have transferred are Negro rather than Puerto Rican.[2]

The objectives of the 1967-68 O.E. program were aimed at improving the student's performance in reading and other skill areas. In addition, the program objectives related to specific characteristics of the educationally deprived child. At the elementary school level the objective of the program was "to improve the child's ability in reading."[3] The major objectives of the program at the intermediate and junior high school level were: "to improve performance in reading and other skill areas" and "to improve self-image and attitudes toward school education and self."[4] The major objectives of the O.E. program at the high school level were to "make available to these pupils, opportunities to improve their academic performance and to improve their self-image and attitudes toward school and education."[5]

The Board of Education proposed to meet these objectives by providing additional personnel to the "receiving" schools at each level. The provision of the additional personnel at the elementary level included: corrective reading teachers, teachers of English as a second language, enrichment teachers, and teachers to reduce class size. In the intermediate and junior high schools it was proposed that the following personnel be provided: teachers of remedial instruction, special and career guidance teachers, open enrollment teachers (to provide remediation and small group instruction), and teachers to reduce class size. At the academic high school level the following additional personnel were proposed: remedial reading and mathematics teachers, guidance counselors, laboratory assistants, secretaries, and school aides.

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[1] Jacob Landers, Improving Ethnic Distribution of New York City Pupils (New York: Board of Education, May 1966), p.28

[2] Ibid.

[3] Bernard E. Donovan, Summary of Proposed Programs 1967-68 Title I - Elementary and Secondary Education Act (New York: Board of Education, 1967), p. 28.

[4] Ibid.

[5] Ibid., p.29

This evaluation attempted to determine the extent to which the objectives, as they related broadly to each project, and to the characteristics of the educationally deprived child, had been achieved. The original design of the evaluation included evaluative activities at each academic level. However, lack of time occasioned by a late beginning and the difficulties attendant to identifying the O.E. child at the senior high school level prevented this. Therefore, the evaluation was confined to the elementary and the intermediate and junior high schools.

This evaluation concentrated on five areas developed from the program objectives:

1. Additional personnel and services
2. Children's achievement
3. Children's self-image
4. Children's attitude
5. Parental attitude

An explanation of the objectives and procedures for each area is offered in the next section of the report.

OBJECTIVES AND PROCEDURES

The Provision of Additional Personnel and Services

There were three purposes in this phase of the evaluation. The primary purpose was to obtain fully detailed information concerning the provision of additional personnel and services from the date of designation as a "receiving" school to and including the 1967-68 academic year. A second purpose was to obtain information as to the number of O.E. students presently enrolled in the "receiving" schools. This information on enrollment provided a basis for selecting samples for other phases of the evaluation. The final objective was to obtain information relative to the changes in class size since designation as a "receiving" school for the 1967-68 academic year.

To realize these purposes, principals of "receiving" schools were sent letters explaining the evaluation and later they were sent questionnaires seeking the information required.[6] A follow-up questionnaire was sent to schools whose principals did not reply within a reasonable length of time.[7]

Achievement Data

This phase of the evaluation had two purposes: providing a statement on current achievement status at the end of the 1967-68 academic year, and providing a longitudinal view of academic achievement of children and of schools involved in the O.E. program. Longitudinal achievement data on both O.E. pupils and resident pupils (those students who were attending their neighborhood school)[8] were compiled from the cumulative records of 4,727 elementary school[9] children. These data were used to describe and compare the reading[10] achievement of fourth-, fifth-, and sixth-grade O.E. pupils and their resident schoolmates.

In addition to obtaining individual achievement data, longitudinal reading achievement data for receiving schools were collected from the files of the Board of Education. These data were used to compare school achievement before and after the school participated in the O.E. program.

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[6] All instruments discussed in this report are contained in Appendix B

[7] The follow-up questionnaire was briefer since the information on pupils was no longer required.

[8] The collection of these data was made possible only through the kind cooperation of several school principals who provided space and advice to the data collectors.

[9] An attempt to use the records of junior high school students was also made but a sufficiently large sample could not be developed.

[10] Comparisons of achievement in arithmetic were not made because the Metropolitan Achievement Test in Arithmetic was not administered to these grades by the Board of Education this 1967-68 academic year.

The elementary schools used as data-collection sites were those enrolling at least 50 O.E. students and schools in which the principal had agreed to this activity.[11]

Self-Image Inventory

This phase of the evaluation was designed to determine the degree of self-image displayed by O.E. children and resident children. An instrument was developed for this phase by deriving items from categories devised and used by Jersild[12] in evaluating data collected for his study on self-acceptance. Jersild's data were collected from compositions written by students which described "What I Like About Myself" and "What I Dislike About Myself." In addition, comparisons were made with children attending the More Effective Schools (MES). The same instrument was used with the children in the MES schools. Comparisons were made of 381 O.E. children, 1,580 resident children and 1,046 children in the MES program.

Care was taken in the process of constructing the instrument to exclude any items which might be considered an invasion of privacy. In fact, after careful consideration it was decided not to administer the second half of the original inventory[13] which was intended to obtain student opinions on some potentially controversial educational issues. These items were identical to a selected number of items contained in the parent questionnaire, and the original intent was to compare child and parental opinion.

To administer this inventory, the evaluation staff recruited a team of parents (hereafter referred to as staff parents) of children in the participating receiving and sending schools. Through the cooperation of the Parent Association in each school, parents were informed of the opportunity to work for the project as data collectors. Those who expressed interest were invited to an orientation and training session conducted at the City College and were then scheduled for these data-collection sessions. In all, some 62 parents participated in this and allied phases (discussed below) of the project data collection.

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[11] Appointments were sometimes made which allowed the "receiving" school only a day or two to prepare for the collection team. The evaluation team wishes to specifically acknowledge the high level of cooperation received from the participating schools.

[12] Arthur T. Jersild, In Search of Self (New York: Bureau of Publications, Teachers College, Columbia University, Teachers College Press, 1962), pp. 135-141.

[13] The complete inventory appears in Appendix B.

Reliability and validity of the self-image inventory. The categories used in the self-image inventory derive from Jersild's study using a free-response instrument to determine what kinds of things children considered in talking about and evaluating themselves. It should be recognized that the populations used by Jersild were not directly comparable to the O.E. children, and that some items were eliminated because we felt they might be considered an invasion of privacy. This inventory was administered to 1,961 fifth-grade O.E. and resident children.

Reliability of this instrument was determined by correlating the number of positive choices made by children on the odd and even numbered items. When adjusted by the Spearman-Brown prophecy formula a reliability estimate of .81 was derived for the total instrument.

Children's Attitudes

The objectives of this phase of the study were twofold. One objective was to determine the benefits of participating in the O.E. program, as perceived by the O.E. child. Another objective was to determine the O.E. child's perceptions of his acceptance or rejection of his classmates and teachers and their acceptance or rejection of him as he remembered them before he entered the program and as he saw them now.

To achieve these objectives, open-ended interviews were conducted with a randomly selected sample of 32 fifth-grade students and 482 sixth-grade students in May and June.[14] A copy of the interview guide appears in Appendix B. The staff parents also conducted this interview. An attempt was made to have a white parent and a black parent present at each interview. However, this was not always possible. Children were given the option of completing the interview guide themselves with the staff parents present to explain and answer any questions. In many instances the children did request that they be allowed to write their own answers because they did not wish anyone to see them.

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[14] Fifth-grade classes were chosen when the sixth-grade classes at one school had too few O.E. students enrolled.

Parental Attitudes

The purpose of this phase of the evaluation was to assess the attitudes of parents who might have some knowledge of the program. Three types of parents were interviewed:

1. Parents who lived in the neighborhood of and had children attending the "receiving" school. These parents are hereafter referred to as "resident" parents.

2. Parents who lived in the neighborhood of and had children attending the "sending" school. These parents are hereafter referred to as "sending" school parents.

3. Parents who had availed themselves of the opportunity to transfer their children into the O.E. program. These parents are hereafter referred to as "O.E." parents.

The instrument for this phase was in two physically separate parts. Part I was designed to determine attitudes toward the O.E. program, and the person or persons who had influenced these attitudes. This part was administered by a staff parent either at school or in the home of the parent to be interviewed. All the parents of the O.E. children were interviewed at home, as were some receiving school parents.

Part II consisted of statements to which parents were asked to indicate the degree of their agreement or disagreement on a five-point scale. These statements were selected or adapted from those in the press recently about educational objectives, purposes, and results in programs for minority group children.

Part II of the questionnaire was left with the parent along with a stamped envelope, to be returned to the evaluation team. This was done to insure anonymity. No attempt was made to distinguish the type of parent replying to this part of the questionnaire (i.e., resident parent, sending school parent, or parent of an O.E. child) since the parents had been assured of total anonymity.

The sending school parents and the receiving school parents were notified by letters, delivered to the schools, which explained the purpose of the interviews and the nature of the interviewing team (i.e., the staff parents). They were also informed of the day and time the staff parents would be present in their neighborhood school to conduct the interview. Parents who had sent their children to an O.E. school were sent a letter inviting their participation, with a self-addressed stamped postcard indicating the date and time they could be interviewed, if they wished to participate.

Interviews were conducted on Part I of the questionnaire with 189 parents consisting of 104 receiving school parents, 42 sending school parents, and 43 parents of O.E. children. A total of 123 parents returned Part II to the research team.

CHAPTER II

ADDITIONAL PERSONNEL AND CLASS SIZE

One is always reluctant to qualify a set of data before presenting it, but the data involved in this first section require qualification.

The intent of the evaluation team was to verify the extent to which the specifications of the project proposal in terms of the numbers and kinds of personnel to be provided receiving schools in the Open Enrollment program had been met. To verify this would seem to be a simple task and we began it simply, by developing a questionnaire based on the project proposal which we sent to each school specified in that proposal as due to receive additional staff and/or supplies and material. However, the multiplicity of programs in New York City designed to foster school integration and to improve academic functioning, and the comparable multiplicity of financing these programs and the staff which accompany them, posed a major problem for the school staffs attempting to complete that questionnaire. Therefore the data involved require qualification. Children are bussed into receiving schools under programs other than Open Enrollment, and schools receive support for teaching and remedial and service positions from projects other than Open Enrollment. For example, children are bussed in from over-utilized schools through mandate of the Board of Education and many principals report that additional positions are a result of the United Federation of Teachers contract with the Board of Education. Therefore, considerable effort had to be made to identify those positions supported by the funds of this specific project. The problem becomes increasingly acute as one moves up by school level, for the Open Enrollment children are easily identifiable at the elementary level since they are bussed to school and are usually the only non-white children in school. They are more difficult to identify at the junior and senior high school levels[1] where many children use public transportation to reach school and natural integration is more frequent.

We believe that by the end of the year at the elementary and junior high school levels we, and particularly the school staffs, did seem to succeed in unraveling most of the administrative maze within which these data were buried, and so we are reporting these data herein. At the senior high school level, we did not feel we had succeeded sufficiently in tracing down the sources of staff and budget and so refer the verification of position to subsequent evaluations rather than report data in which we lack reasonable confidence.

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[1] In fact, many junior and senior high school principals reported that they and their staff made a deliberate effort not to single out O.E. children for special identification.

ELEMENTARY "RECEIVING" SCHOOLS

The 1967-68 ESEA Title I Project Application submitted by the Board of Education of the City of New York proposed that 75 elementary schools would receive additional personnel. This represents a reduction of almost half the number of schools included in the 1966-67 project application. Of the 75 schools appearing on the 1967-68 application, 56 also appeared on the 1966-67 application. The 1967-68 application projected an enrollment of 13,605 open enrollment children.

Questionnaires were sent to each of the 75 schools appearing on the list. Replies were received from 56, a 75 per cent return. These 56 schools reported 6,642 O.E. children in attendance, well under the projected enrollment of 10,320 in these schools. Table 1 shows the comparison of personnel proposed by the Board of Education and personnel reported as having been received by these 56 "receiving" schools.

Within the category of teaching positions, the ESEA proposal called for 64 teaching positions allocated to these 56 schools, and in fact they reported receiving 66. The major internal difference was in the few Corrective Reading teachers and the many Enrichment teachers employed, but there seems to be some functional overlap and interchange in these roles. In addition to these teaching positions, the schools reported an additional 18.2 positions in the areas of Guidance and Social Services, which they believed were also supported by O.E. funds. Within the limited time available it did not seem critical to clarify this seeming excess of services.

The Board of Education's Project Description pointed out that the major objective of the O.E. program would be to improve the reading ability of the O.E. children, in the main by the provision of these additional Remedial or Corrective Reading teachers. A major goal in aiding the schools in their attempts to improve the reading ability of the O.E. children was to reduce class size by these additional positions. Table 2 shows the changes in class size for 29 receiving schools who answered this question on the questionnaire.

TABLE 1

COMPARISON OF PERSONNEL PROPOSED BY THE BOARD OF EDUCATION FOR ELEMENTARY "RECEIVING" SCHOOLS AND PERSONNEL REPORTED AS RECEIVED BY THE SCHOOLS
(N=56)

Teaching Positions	Proposed Personnel	Reported Personnel
Corrective Reading teachers	48	23.1
Enrichment teachers	4	27.9
Teachers to reduce class size	11	13.0
Teachers of English as a second language	1	2.0
Number of teaching positions	64	66.0
Other Positions		
Special and Career Guidance teachers	0	3.0
Guidance Counselors	0	14.8
Social Workers	0	.4
Number of other positions	0	18.2

TABLE 2

COMPARISON OF AVERAGE CLASS SIZE FOR 29 ELEMENTARY "RECEIVING" SCHOOLS BEFORE AND AFTER BECOMING "RECEIVING" SCHOOLS

School	Year Named "Receiving" School	Average Class Size		
		Before O.E.	1966-67	1967-68
1	1959	32.3	32.9	31.3
2	1960	31.0	31.9	31.9
3	1960	32.1	28.9	28.6
4	1960	31.0	29.0	29.0
5	1961	32.0	31.4	32.0
6	1961	27.3	28.6	26.8
7	1961	33.0	30.7	29.8
8	1961	32.0	30.1	30.1
9	1961	30.0	27.0	26.0
10	1961	31.0	31.0	31.0
11	1961	33.6	28.3	27.5
12	1962	32.0	29.4	29.5
13	1962	29.0	29.0	23.0
14	1962	34.4	31.6	31.6
15	1962	30.1	24.9	27.9
16	1962	31.0	27.0	28.9
17	1963	29.0	28.1	28.1
18	1964	33.0	36.0	35.9
19	1964	32.0	28.2	29.3
20	1964	29.0	29.9	30.8
21	1964	31.0	29.1	28.2
22	1964	33.0	33.0	33.7
23	1965	30.0	30.0	29.1
24	1965	31.8	30.9	30.9
25	1965	31.0	31.0	31.9
26	1965	30.0	29.1	29.1
27	1965	30.0	29.9	27.5
28	1966	30.0	29.1	29.1
29	1966	35.0	34.0	33.0

These data indicate that the effort in 1967-68 to reduce class size had not succeeded in achieving reductions beyond those already achieved in previous years. Compared to their class size before becoming an O.E. school, in 1966-67, five schools had not changed, 19 had gone down, and five had gone up. Comparing 1967-68 with 1966-67, the picture was less satisfactory, for this year nine had not changed and while 13 had gone down again, seven had gone up. Moreover, of the 13 decreases reported in 1967-68, nine indicated a change in class size of one child or less (4 per cent or less), which was true of five of the seven increases as well. In short, there is no evidence in these data of any appreciable change in class size during the 1966-67 school year in the receiving schools reporting such data.

Since our contacts were more extensive with the 10 elementary schools in which longitudinal achievement data were being collected, we analyzed staff and class size data separately for these schools. Table 3 shows a breakdown on the personnel proposed by the board and personnel reported received for the nine of these schools included in the 1967-68 Project Application, and Table 4 presents the data on enrollment and class size. These schools showed the same pattern as the larger sample, with an under-recruitment of Corrective Reading teachers, and an excess of Enrichment teachers, with an overall under-recruitment.

TABLE 3

COMPARISON OF ADDITIONAL PERSONNEL PROPOSED BY THE BOARD OF EDUCATION FOR "RECEIVING" SCHOOLS FROM WHICH ACHIEVEMENT DATA WERE COLLECTED AND ADDITIONAL PERSONNEL REPORTED RECEIVED BY THESE SCHOOLS
(N=9)

Teaching Positions	Proposed Personnel	Reported Personnel
Corrective Reading teachers	9	2.6
Enrichment teachers	0	5
Teachers to reduce class size	3	0
Special and Career Guidance teachers	0	1.4
Totals	12	9.0

TABLE 4

AVERAGE CLASS SIZE, NUMBER OF O.E. STUDENTS, PROJECTED ENROLLMENT, AND REPORTED ENROLLMENT AS INDICATED BY THE BOARD OF EDUCATION IN ITS PROJECT APPLICATION FOR 9 SCHOOLS IN ACHIEVEMENT STUDY

	Average Class Size			Enrollment, 1967-68	
School	Before O.E.	1966-67	1967-68	Projected	Reported
1[a]	--	--	--	217	251
2[a]	--	--	--	601	543
3	30.0	29.1	29.1	215	155
4	32.0	28.2	28.2	89	179
5	30.0	26.1	27.1	108	140
6	32.3	29.4	28.2	219	177
7	32.6	29.0	29.1	133	105
8	31.0	31.9	31.9	181	159
9	32.1	28.9	28.7	219	346
Totals				1,982	2,055

[a] Base line data not available.

The nine schools from which achievement and longitudinal data were collected reported an O.E. enrollment of 2,055 pupils, slightly above the projected figure of 1,982. While these schools generally declined in class size in 1966-67 (compared to their pre-O.E. size), only negligible further declines occurred in 1967-68.

INTERMEDIATE AND JUNIOR HIGH SCHOOLS

At the intermediate and junior high school level the Board of Education proposed that a total of 73 ESEA positions be provided to 37 O.E. receiving schools. The 1966-67 proposal included 24 schools.

Thus the junior high level, in contrast to the elementary school proposal, shows an increase in the number of receiving schools. Replies from 31 of the 37 schools listed reported that they had received a total of 68.8 additional positions for the 1967-68 academic school year. Table 5 shows a breakdown of these positions.

TABLE 5

COMPARISON OF PERSONNEL PROPOSED BY THE BOARD OF EDUCATION FOR "RECEIVING" JUNIOR HIGH AND INTERMEDIATE SCHOOLS AND PERSONNEL REPORTED AS RECEIVED BY THE SCHOOLS
(N SCHOOLS RESPONDING = 31)

Teaching Positions	Proposed Personnel	Reported Personnel
Remedial teachers	19	20.8
Career and Special Guidance teachers	6	8.6
Open Enrollment teachers	23	18.0
Teachers to reduce class size	6	16.9
Guidance Counselors	9	4.5
Totals	63	68.8

At this level the number of positions reported also exceeded those proposed, and there was a greater correspondence of position than characterized the elementary schools. The largest discrepancy occurred in the increased number of teachers employed to reduce class size, and the decreased number of guidance counselors employed. In view of the number of teachers employed to reduce class size, it is frustrating to have to report that the responses to the question on class size were so few in number that it is impossible to determine whether or not class size has increased or decreased since these junior high and intermediate schools were designated Open Enrollment.[2]

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[2] Two schools indicated that any decrease in class size was due to the Union contract and not to Open Enrollment personnel provided.

CHAPTER III

CHILDREN'S ATTITUDES AND SELF-PERCEPTIONS

CHILDREN'S ATTITUDES

Open-ended interviews of 514 O.E. children were processed to determine their attitudes and self-perceptions.

The O.E. children were asked to react to eight aspects of their perceptions of the O.E. experience. Four aspects referred to their own feelings toward their classmates and teachers upon entering the program and the change in these feelings after having been in the O.E. program. The other four involved their perceptions of their classmates' and teachers' feelings toward them when they first entered the program and their perception of how these feelings had changed. These data are summarized in Table 6.

Selected questionnaires were read by a panel of three (an educator, psychologist, and sociologist) and a decision was made as to which answers would be considered positive and which negative. Afterwards, each panel member read each questionnaire and indicated whether the answer indicated a positive or negative attitude. Questionable answers on which there were differences of opinion were omitted from this analysis. A word of caution must be interjected. The data to be presented is the result of one administration of the questionnaire. In addition, the children interviewed had been in the O.E. program for varying lengths of time. Their answers are reflective and therefore subject to discrepancy.

In general the O.E. children reported they had had positive feelings toward their teachers and classmates on entering the O.E. program and reported that they had maintained these feelings after having been in the program. Moreover, at least 71 per cent of those who had reported initially negative feelings toward their classmates and teachers also reported they had changed to positive feelings. The O.E. children also reported they perceived their teachers as "liking" them initially and continued to do so after having been in the O.E. program. Finally, while the O.E. children reported that they were not certain if their classmates liked them when they entered the program, they thought their classmates liked them now.

Considering the specific aspects, three-fifths of the O.E. children reported that they had had positive feelings toward their classmates when they entered the program. The great majority (80 per cent) reported that they had maintained these feelings after having been in the program. Perhaps even more significant is the

TABLE 6

FEELINGS OF O.E. CHILDREN TOWARD CLASSMATES AND TEACHERS AND THEIR PERCEPTIONS OF THE FEELINGS OF THEIR CLASSMATES AND TEACHERS TOWARD THEM--ON ENTERING O.E. PROGRAM AND AFTER, IN PER CENT

Aspect	N	Reported Initial Feelings				Stability & Change[a]		Reported Current Feelings			
		Pos.	Neg.	Mixed	Don't Know	% of Positives Remaining Positive	% of Negatives Becoming Positive	Pos.	Neg.	Mixed	Don't Know
Feelings toward classmates	460	57	38	4	1	80	89	80	10	8	2
Perception of classmates' feelings toward O.E. children	438	50	33	5	12	82	76	68	7	11	14
Feelings toward teachers	457	73	21	5	1	83	71	75	12	12	1
Perception of teachers' feelings toward O.E. children	438	74	19	3	3	83	70	66	9	9	16

[a] The percentages in these columns refer to the number of children having initial positive or negative feelings.

finding that of the two-fifths (38 per cent) who had reported negative feelings towards their classmates initially, nine out of every ten (89 per cent) reportedly changed to positive feelings toward their classmates after having been in the program. Thus, as we questioned the pupils at the end of the 1967-68 school year, 80 per cent reported that they had positive feelings and only 10 per cent reported that their feelings were negative.

The O.E. children's perceptions of their classmates' feelings toward them were less often positive than their own feelings toward their classmates. Only 50 per cent of the O.E. children were totally positive in feeling that their classmates "liked" them, with another 5 per cent reporting mixed feelings, and with 33 per cent reporting they felt that they were not well received by their classmates. However, after having been in the program, most (82 per cent) of the initially positive students still believed that their classmates "liked" them, and three-fourths (76 per cent) of those who initially perceived negative feelings on the part of their classmates felt that these feelings were positive now.

On entering the program three-fourths of the children questioned perceived that they had had positive feelings toward their teachers (73 per cent), and the same proportion (74 per cent) felt their teachers had positive feelings toward them. Moreover, 83 per cent of these children maintained these feelings in each instance. Only one child in five either had negative feelings toward his teachers on entering the O.E. program (21 per cent) or thought the teacher felt negative toward him (19 per cent). When these children were questioned after participating in the program, 71 per cent of those with negative feelings toward teachers and 70 per cent of those who thought teachers had negative feelings toward them had changed to positive feelings.

The majority of the O.E. children who answered the question concerning the effect of the O.E. program on their academic achievement, ambitions, and feelings about themselves felt that the O.E. experience had beneficially affected them. The factors most often mentioned were "Work Improved" (N = 132), "Increased Confidence" (N = 46), and "Better Teachers" (N = 26).

CHILDREN'S SELF-PERCEPTIONS

The self-image inventory was administered to 1,961 fifth-grade O.E. and resident children.

The instrument used to evaluate children's self-perceptions[1] was a simple three-part check list. The child was presented with 21 characteristics of self[2] and asked to evaluate each of the 21 aspects three times, first in terms of the extent to which he liked or disliked this aspect of himself, then in terms of whether or not he thought he might improve this aspect, and finally in terms of how he believed he compared with his classmates.

The instrument was analyzed first to yield the distribution of responses for each item on each of the three criteria. (These completed distributions appear in Tables 1 through 20 of Appendix A.) These data are summarized here in two ways: the percentages of positive responses for each of the three criteria for the 21 aspects are presented in Table 7, and item medians are presented in Table 8, obtained by treating the distributions as five-point ordinal scales (with "1" assigned to the most positive point).

Then each individual response was scored to yield the number of characteristics which each child "strongly liked" about himself, as well as the number he "strongly disliked" about himself. The distribution of these scores appears in Tables 9 and 10. Finally, the individual responses were scored to yield the number of characteristics in which each child believed he might improve, and the distribution of these scores appears in Table 11.

Considering first the summary of the responses which appears in Tables 7 and 8, the base finding is apparent at a glance: children were generally quite pleased with the aspects of self about which we questioned them, felt they compared well to others, and yet still felt they could improve. These feelings of pleasure are reflected in the finding that at least 66 per cent and as many as 93 per cent of the children responded that they liked the 21 aspects of self; they are reinforced by the finding that at least 46 per cent and as many as 80 per cent felt that they were above average for the aspect in comparison with their classmates. When the proportions who considered themselves average are included, then the children who considered themselves average or above ranges from 61 per cent to 93 per cent across the three groups. Similarly, the

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[1] This instrument was administered both to the children being bussed (O.E.) and the children who resided in the neighborhood of the receiving school, i.e., the resident children (Res.).

[2] The reader is reminded that the characteristics included were selected from the content analysis categories used in Jersild's study.

TABLE 7

PERCENTAGE OF CHILDREN WITH POSITIVE PERCEPTIONS OF SELF, OF ABILITY TO IMPROVE, AND OF POSITIVE STATUS IN RELATIONSHIP TO OTHERS, BY GROUP
NUMBER OF CHILDREN: O.E. 381, RES. 1,580, MES 1,046

Characteristic	Percentage Who Like This Aspect of Self			Percentage Who Believe May Improve This Aspect			Percentage Who Believe They are Better than Most for This Aspect		
	O.E.	Res.	MES[a]	O.E.	Res.	MES	O.E.	Res.	MES
Ability to help others	92	93	83	80	79	74	68	68	66
The way I dress	92	92	87	82	75	76	67	64	65
Ability to make friends at school	90	89	83	76	76	73	64	64	97
Ability to have fun	90	93	85	71	69	71	74	78	69
My manners	90	88	81	81	82	75	64	60	63
Ability to do things by myself	89	92	83	77	79	72	67	65	64
Ability to get along with other children	89	90	81	78	79	74	63	64	62
Personal neatness and cleanliness	89	89	84	86	83	80	63	59	67
Recreational activities	88	92	83	--	--	--	70	72	69
My looks	87	85	78	80	80	73	56	49	54
Participation in school activities	86	87	82	75	78	73	61	57	62

(Continued on next page)

(TABLE 7--continued)

Characteristic	Percentage Who Like This Aspect of Self			Percentage Who Believe May Improve This Aspect			Percentage Who Believe They are Better than Most for This Aspect		
	O.E.	Res.	MES[a]	O.E.	Res.	MES	O.E.	Res.	MES
Physical ability	86	85	79	83	85	75	55	55	58
My ability to get along with adults	86	88	80	80	78	70	62	62	61
My size	83	85	80	88	89	79	46	80	52
Ability to get along with my teachers	83	88	82	75	75	73	60	63	68
Ability to read	83	86	79	82	81	71	54	63	61
Ability to study	76	78	78	82	84	75	49	48	68
My neighborhood	75	80	66	--	--	--	57	59	48
My grades	74	83	74	86	88	74	51	53	59
My school	71	81	75	68	67	70	50	55	59
Ability to do arithmetic	71	80	77	79	83	70	53	57	60
Mean	84.3	85.9	80.0	79.4	79.5	73.6	59.6	59.8	63.4

[a] These data were obtained during the 1967-68 evaluation of the More Effective Schools program.

TABLE 8

MEDIAN RATINGS[a] FOR SELF-RATING ASPECTS OF SELF, BY PROGRAM
NUMBER OF CHILDREN: O.E. 381, RES. 1,580, MES 1,046

Characteristic	O.E.	Res.	MES
My size	1.61	1.70	1.48
My looks	1.60	1.72	1.60
My physical ability	1.44	1.50	1.44
Personal neatness and cleanliness	1.38	1.44	1.32
The way I dress	1.27	1.28	1.29
Ability to get along with adults	1.44	1.43	1.46
Ability to help others	1.32	1.31	1.33
Ability to get along with other children	1.33	1.36	1.43
My manners	1.46	1.60	1.48
My grades	1.91	1.71	1.67
My school	1.93	1.66	1.46
Ability to get along with my teachers	1.44	1.41	1.39
Participation in school activities	1.44	1.48	1.44
Ability to study	1.80	1.83	1.60
Ability to have fun	1.16	1.10	1.18
Ability to make friends at school	1.29	1.29	1.28
Ability to read	1.41	1.41	1.44
Ability to do arithmetic	1.72	1.56	1.50
Ability to do things by myself	1.32	1.29	1.33
Recreational activities	1.20	1.17	1.22
My neighborhood	1.43	1.39	1.74

[a] Based on an assumed five-point ordinal scale, with 1.0 as the most positive rating.

item medians in every instance are in the interval 1 to 2, meaning that 50 per cent of each group indicated the maximum or next to maximum degree of the positive ratings.

TABLE 9

NUMBER OF THINGS STRONGLY LIKE ABOUT SELF
PER CENT AT EACH INTERVAL FOR EACH GROUP

Number	O.E.	Res.	MES
None	1%	2%	6%
1-3	9	6	6
4-6	9	7	6
7-8	11	13	8
9-10	10	15	12
11-12	17	15	13
13-14	15	13	15
15-16	12	12	14
17-18	9	9	10
19-21	7	8	10
Total Number	381	1,580	1,046
Median N of Items	11.7	11.5	12.3

Given this positive perception, the data in Tables 9, 10, and 11 are not surprising. They indicate that on the average (median) the children in each program strongly liked 12 (11.5 to 12.3) of the 21 characteristics we listed, and strongly disliked no more than 1 (.7 to .9). Their feelings of being able to do even better are clearly reflected in the data in Table 11, which indicate that on the average they felt that they can still improve in 17

(16.7 to 17.3) of the 21 characteristics with at least 80 per cent of each group believing they can improve in more than half of the 21 characteristics.

TABLE 10

NUMBER OF THINGS STRONGLY DISLIKE ABOUT SELF
PER CENT AT EACH INTERVAL FOR EACH GROUP

Number	O.E.	Res.	MES
None	58%	71%	58%
1-3	38	26	37
4-6	2	2	3
7-8	1	1	1
9-10	0	0	1
Total Number	381	1,580	1,046
Median N of Items	.9	.7	.9

When one turns to the question of comparing the O.E., Resident and MES children, the data are not completely consistent. We first compared the proportion of positive responses, using a sign test to test the statistical significance of any differences. The data presented in Table 7 permit nine sign tests, comparing O.E. and Resident children, O.E. and MES children, and MES and Resident children on each of the three criteria. These are summarized in Table 12. Comparing O.E. and Resident children, there were no statistically significant differences in the pattern for either the child's belief that he might improve or his comparison of himself with other classmates; but on self-appraisal, in 79 per cent of the signed differences, the Resident children had higher percentages of positive responses. The data in Table 12 also indicate that O.E. and MES children considered themselves comparable in relation to their classmates, but that the O.E. children had higher percentages of positive responses significantly more often both for self-appraisal and belief that they may improve. When Resident and MES children were compared, Resident children significantly more often had higher positive perceptions in "self-appraisal" and "belief that they may improve," with the MES children more often having higher positive perception in"comparison with classmates." However, since these differences were small (often only 1 per cent or 2 per cent) and since all groups had positive perceptions, the evaluation team does not believe these findings of "difference" should obscure the previously noted comparable aspects of the data. The fragile nature of these particular statistically significant differences is further indicated when the same statistic, a sign test, was applied to the item medians in Table 8. For now the pattern obtained was almost a pure chance pattern: 53 per cent vs. 47 per cent comparing O.E. and Resident children, 44 per cent vs. 56 per cent comparing O.E. and MES children, and 57 per cent vs. 43 per cent comparing Resident and MES children.

TABLE 11

NUMBER OF THINGS ABOUT SELF "THINK I MAY MAKE IMPROVEMENT" PER CENT AT EACH INTERVAL FOR EACH GROUP

Number	O.E.	Res.	MES
None	0%	2%	6%
1-3	2	1	3
4-6	2	2	2
7-8	2	3	2
9-10	7	5	6
11-12	8	8	8
13-14	11	9	10
15-16	11	13	12
17-18	18	18	17
19-21	39	39	34
Total Number	381	1,580	1,046
Median N of Items	17.3	17.3	16.7

TABLE 12

DISTRIBUTION OF DIFFERENCES IN PERCENTAGE HOLDING POSITIVE SELF-PERCEPTION, WHEN THERE WAS A DIFFERENCE

Comparison Between: A	B	Per Cent of Time A Better	B Better	Comparison For
O.E.	Resident	21	79	Self-Appraisal
		44	56	Believe May Improve
		44	56	Comparison with Classmates
O.E.	MES	85	15	Self-Appraisal
		94	6	Believe May Improve
		43	57	Comparison with Classmates
Resident	MES	100	0	Self-Appraisal
		94	6	Believe May Improve
		38	62	Comparison with Classmates

Another aspect of the self-perception is reflected in the ordering of the items presented in Table 7, for they are listed in descending order by the proportion of O.E. children who had positive perceptions for the aspect. Reading these down, one sees that the characteristics for which children had the highest proportion of positive perceptions were those which would be considered physical, social, or interpersonal, including such physical characteristics as dress and personal neatness, and such abilities as having fun, making friends at school, getting along with other children, and helping others. In contrast, at the bottom of the list appear characteristics which would be considered academic: school, grades, and ability to study and to do arithmetic. In considering this aspect of the data, however, the reader should not forget that we are discussing ranking data, and that even for those characteristics ranked relatively low the proportion of O.E. children who had positive perceptions of themselves never dropped below 71 per cent.

To provide another insight into the data, several rank order correlations were performed between the ordering of the characteristics within the different criteria by O.E. children in terms of the proportion holding positive perceptions. These correlations were +.92 for the percentage who strongly liked an aspect and the percentage who considered themselves "very good or better than most of their classmates."[3] As would be expected, there were negative correlations between the percentages who strongly liked an aspect and felt they might improve (-.24), and between the percentages who considered themselves very good or better than most and thought they might improve (-.34). In brief, the more a child liked an aspect of himself, the more likely he was to consider himself pretty good in comparison with his classmates and the less likely to believe he would, or perhaps needed to, improve.

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[3] This correlation is another indication of the internal consistency of the instrument.

CHAPTER IV

CHILDREN'S ACHIEVEMENT IN READING

INTRODUCTION

The O.E. program was evaluated at the elementary school level in 1965-66 and again in 1966-67. In both instances it was found that on the average O.E. children were reading less well than resident children and were reading below grade expectations. When children who entered O.E. in 1962 were matched in initial reading ability with children who remained in the sending school, data from the 1965-66 study indicated no differences between them in reading ability. The 1966-67 study found that unmatched, randomly selected samples of O.E. children were reading at higher levels than randomly selected samples of sending school children. These findings suggested to the investigator that the O.E. children did not reflect the full range of ability in the sending schools and that in fact academically more able children entered the O.E. program. It was decided that the 1967-68 study, in addition to continuing the description of current achievement, would obtain longitudinal data on larger samples of both O.E. and resident children to allow for a more definitive look at the long-term effects of O.E. as well as the relationship of prior achievement to present achievement as measured by the Metropolitan Achievement Test scores.

DESCRIPTION OF READING ACHIEVEMENT FOR O.E. AND RESIDENT CHILDREN AS OF SPRING 1968

Reading achievement data were obtained for 4,357 children in fourth, fifth, and sixth grades, of whom 804 were O.E. children. Table 13 presents the distributions of scores on the MAT in reading for both O.E. and resident children. These data reveal that this year, too, O.E. children were consistently reading below grade expectations from the fourth to the sixth grade with the resident children at or above grade level.

In the fourth grade the O.E. children were reading at 3.9, eight months below the expectation of 4.7, whereas the resident children were reading at 5.0, or three months above expectation. In the fifth grade the O.E. children were reading at 4.7, or one full year below expectations. The resident children in the fifth grade were reading at 5.9, two months above grade expectations. In the sixth grade the O.E. children were reading at 6.0 or seven months below expectation, with the resident children at 7.8, one year and one month above expectation.

TABLE 13

DISTRIBUTION OF SPRING 1968 MAT SCORES IN READING FOR OPEN ENROLLMENT AND RESIDENT CHILDREN BY GRADE

	Percentage Scoring at Each Interval					
	Fourth Grade		Fifth Grade		Sixth Grade	
Reading Level	O.E. % N=258	Res. % N=1228	O.E. % N=248	Res. % N=1249	O.E. % N=298	Res. % N=1076
11.0-12.4		1	2	6	8	12
10.5-10.9				2	2	4
9.5-10.4	a	3	1	9	5	16
9.0-9.4	a	2	a	7	5	9
8.0-8.9	2	7	4	6	6	7
7.0-7.9	a	8	4	8	9	8
6.0-6.9	6	9	10	10	16	12
5.5-5.9	8	12	10	10	9	6
5.0-5.4	4	6	8	10	10	7
4.5-4.9	14	13	20	12	14	8
4.0-4.4	14	12	12	8	8	3
3.5-3.9	15	11	15	5	4	5
3.0-3.4	24	8	8	4	3	2
2.5-2.9	8	4	4	a		
2.0-2.4	2	1	a	2		
1.5-1.9	2	a	a	a		
Median	3.9	5.0	4.7	5.9	6.0	7.8

[a] Some children were in this interval, but fewer than .5%. Thus the per cents total to 98% or 99%.

When the combined total school distributions were considered, in each grade the school achievement level was essentially normal, with the median for the total fourth and fifth grades indicating grade level reading achievement. The median for the total sixth-grade classes indicated reading achievement one half year above grade level.

For more intensive study of reading achievement and histories, the records of 680 O.E. children were analyzed, as were records of a sample of randomly selected resident children, excluding all those children who had ever been held over. First, the percentages of children reading at or above grade level and below grade level were determined; these appear in Table 14. The percentage of O.E. children reading below grade level varied from 63 per cent to 72 per cent, whereas at each grade more than half the resident children (51 per cent to 63 per cent) were reading at or above grade level.

TABLE 14

PER CENT READING AT-OR-ABOVE AND BELOW GRADE LEVEL
O.E. AND RESIDENT CHILDREN, BY GRADE
1968 MAT SPRING SCORES

	Resident			O.E.		
Grade	N	% At or Above	% Below	N	% At or Above	% Below
4	218	53	47	223	32	68
5	224	51	49	222	27	73
6	235	63	37	235	37	63

Then for these same samples, records were analyzed to determine changes in reading level from Spring 1967 to Spring 1968.[1]

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[1] Some O.E. and resident children were lost in these samples because they lacked both scores.

Table 15 presents these data. Overall gains were made by about four-fifths of both O.E. and resident children at each grade: 77 per cent to 80 per cent for O.E., and 79 per cent to 84 per cent for residents. Another 10 per cent did not change in recorded reading level, despite the entire year in school and, as in previous studies, a minority (8 per cent to 14 per cent of the children) actually showed a loss in recorded reading level, with most of these losses less than a half year, but some exceeding a full year.

TABLE 15

CHANGE IN READING ACHIEVEMENT FROM SPRING 1967 TO SPRING 1968
O.E. AND RESIDENT CHILDREN, BY GRADE

Change	Fourth Grade		Fifth Grade		Sixth Grade	
	O.E. % (N=201)	Res. % (N=186)	O.E. % (N=213)	Res. % (N=213)	O.E. % (N=198)	Res. % (N=211)
Gain of:						
1.7 or more	18	31	19	35	33	41
.9 to 1.6	27	24	26	24	25	17
.5 to .8	23	18	21	16	10	14
.2 to .4	12	11	11	6	10	7
Total % Gaining	80	84	77	81	78	79
% With No Change -.1 to + .1	12	8	10	6	9	7
Loss of:						
.2 to .5	6	5	8	7	2	7
.6 to 1.0	1	3	3	3	6	3
More than 1.0	1	0	2	3	5	4
Total % Losing	8	8	13	13	13	14
Median Change	.76	1.08	.75	1.15	1.10	1.18

In each grade the gains achieved by the resident children exceeded those made by the O.E. children, both in terms of the median gain and in terms of the percentage of children who had extremely good years, gaining in excess of 1.6 years. Nevertheless, it should be noted that in grades 4 and 5 nearly half (45 per cent) and in grade 6 more than half (58 per cent) of the O.E. children gained normally.[2] Comparative data from the 1966-67 evaluation of the O.E. program indicated that at grade 5,34 per cent of the children gained normally during the year from the Spring 1966 to Spring 1967 testing periods, whereas 58 per cent of those in grade 6 did. Thus, these data for the two years indicate an improvement at grade 5, with the percentage at grade 6 holding stable.

To provide some estimate of the long-term effects of the O.E. program, the records of current fourth-, fifth-, and sixth-grade O.E. children were analyzed to summarize their status in reading as they completed each year in the program. These data are reported in detail in Table 16. In the 1966-67 evaluation a similar analysis indicated that ". . . the number of years in O.E. did not have any consistent long-range effect on reading level."[3]

The data of this current study were similar. For while these data indicate that the end of the first year in the program is the point in time at which the largest percentages of children (50% to 60%) were reading at or above grade level, thereafter the proportion declines and hovers around one-third, no matter how many years the children were in the program.

In examining the records of both O.E. children and resident children for these analyses, the evaluation team noted that the performance of a large number of children appeared erratic. Therefore, these records were analyzed for the fall to spring and the spring to fall changes which took place for each child during his school career. Gains, losses, and lack of change in performance in reading were recorded, as well as the numbers of children whose records were insufficiently complete to permit this analysis. These data can be found in Table 17.

Three significant findings from this analysis were noted. First, comparable, in fact nearly identical, percentages of O.E. and

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[2] The normal gain expected was 1.0.

[3] David J. Fox, Expansion of the Free Choice Open Enrollment Program (New York: Center for Urban Education, 1967), p. 33.

TABLE 16

LONGITUDINAL ANALYSIS OF READING LEVEL OF O.E. CHILDREN RELATED TO NUMBER OF YEARS IN O.E. PROGRAM, APRIL 1968 READING LEVELS FOURTH, FIFTH, AND SIXTH GRADES, IN PER CENT

Current Grade	Status as Children Completed Indicated Number of Years in O. E.	Per Cent of Children Reading:						
		At or Above Grade			Below Grade			
		.6 or more above	.1 to .5	on grade	.1 to .5 below	.6 to 1.0	1.1 to 1.5	1.6 or more
4 (N=80)	1	24	24	1	21	24	6	0
	2	10	14	7	33	20	12	4
	3	20	8	4	18	16	23	11
5 (N=33)	1	34	16	9	25	13	3	0
	2	21	4	4	46	14	7	4
	3	24	6	6	15	9	28	12
	4	31	0	0	6	18	21	24
6 (N=43)	1	X	X	X	X	X	X	X
	2	19	12	7	17	19	17	9
	3	21	9	3	26	6	29	6
	4	17	5	5	17	29	12	10
	5	26	10	2	7	10	10	35

Note: X indicates no data available.

TABLE 17

OVERALL PATTERN IN READING ACHIEVEMENT HISTORY, FALL TO SPRING AND SPRING TO FALL
O.E. AND RESIDENT CHILDREN, BY GRADE, IN PER CENT

Grade	Child	N	Always Gains	No Losses but 1 or More "No Changes"	Drop Fall to Spring			Drop Spring to Fall		No Pattern Analysis Possible
					1 Drop, Less Than .4	1 Drop, .4 or More	2 or More Drops	1 Drop	2 Drops	
4	O.E.	226	56	7	11	8	1	0	0	17
	Res.	222	57	4	8	9	1	0	0	21
5	O.E.	202	41	8	8	18	1	0	0	24
	Res.	167	36	4	15	22	1	1	0	21
6	O.E.	209	36	8	8	22	2	3	1	20
	Res.	191	37	9	11	19	2	1	1	20

resident children had made continuous gains during their school careers. Second, almost equal percentages of both groups had sustained one large drop (a drop of .4 or more) during their school careers. And third, it was noted that comparable percentages of children had insufficient data on their cumulative record cards from which to make a comparison.

At the fourth-grade level 56 per cent of the O.E. children made continuous gains, as compared with 57 per cent of the resident children. At this level 20 per cent of O.E. and 18 per cent of the resident children sustained at least one drop in performance on the MAT for reading, with 8 per cent of the O.E. children and 9 per cent of the resident children sustaining a large drop. Insufficient data with which to make these comparisons were noted for 17 per cent of the O.E. and 21 per cent of the resident children.

At the fifth-grade level 41 per cent of the O.E. children made consistent gains, compared with 36 per cent of the resident children, and the residents more often dropped (27 per cent vs. 38 per cent), with the sharpest difference coming in the category we called a small drop. Lack of comparative data at the fifth-grade level eliminated 24 per cent of the O.E. children and 21 per cent of the resident children.

At the sixth-grade level 36 per cent of the O.E. children made some gains every interval, as did 37 per cent of the resident children, with another third of each group dropping, and a fifth lacking sufficient data for comparison.

These data indicate that the O.E. children and the resident children consistently show progress in almost equal proportions. The data also make clear that if the records are correct the progress of a substantial number of children is hampered by at least one large drop in performance during their school careers. The frequency of inconsistent performance and the fact that 20 per cent of the records lacked complete data highlight the need for more regularized and systematic testing and record keeping if test scores are to be used to place and help children.

To give the reader some idea of what these data mean in terms of individual children, Table 18 presents the individual records of 20 sixth-grade children, ten O.E. and ten residents. The children were selected to illustrate the school histories of children who drop. O.E. and resident children selected were matched by sex and third-grade MAT reading scores (spring). All these children had sustained a drop of three or more months. Six were behind grade level as of spring 1965. By spring 1968 ten were reading below grade level, including five of the six who had been below grade level in 1965. In effect, the number of children reading below

TABLE 18

INDIVIDUAL RECORDS OF 20 SIXTH-GRADE STUDENTS, 10 O.E. AND 10 RESIDENT, WITH AT LEAST ONE DROP IN PERFORMANCE ON MAT READING SCORES: MATCHED BY SEX AND THIRD-GRADE MAT READING SCORES

Case		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
Child	Sex	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1. Res.	F		4.6	4.4	8.0	7.6	10.1	--	7.2
O.E.	F		4.6	5.9	--	8.6	5.7	--	8.7
2. Res.	M		3.4	3.3	4.9	5.1	5.9	--	5.3
O.E.	M		3.4	4.1	--	4.6	--	8.0	5.3
3. Res.	F		2.7	3.1	3.9	3.5	4.6	--	3.7
O.E.	F		2.7	--	3.8	3.2	4.6	--	6.1
4. Res.	M		3.5	3.4	4.1	4.4	3.9	--	6.1
O.E.	M		3.5	3.5	4.4	5.3	8.4	--	7.4
5. Res.	F		4.6	5.1	5.1	5.9	5.5	--	6.1
O.E.	F		4.6	4.8	7.3	4.9	7.7	--	6.7

(Continued on next page)

(TABLE 18--continued)

Case		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
Child	Sex	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
6. Res.	M		4.2	3.4	5.3	4.6	6.1	--	4.1
O.E.	M		4.2	--	--	5.6	5.1	--	5.6
7. Res.	F		4.9	--	--	7.6	7.0	--	9.0
O.E.	F		4.9	4.7	6.9	5.9	8.0	--	7.2
8. Res.	M		4.6	5.3	--	6.4	8.0	--	6.1
O.E.	M		4.6	4.1	4.7	6.4	5.3	--	9.9
9. Res.	F		4.7	6.4	7.6	8.4	8.0	--	9.9
O.E.	F		4.7	4.4	4.9	7.1	5.8	--	6.1
10. Res.	F		5.5	4.1	4.2	7.0	5.4	--	9.0
O.E.	F		5.5	7.0	--	7.0	5.7	--	7.6

grade level had doubled over a three-year period.

More striking than this observation is the inconsistent achievement history of these children. Note resident child 1, who is reading almost one year above grade when first tested in the spring of grade 3, who drops by the following fall, gains three and one-half years in grade four, drops again by fall, gains close to three years in grade 5, and then loses three years in grade 6. Several of the children show these sudden spurts of two or three years and equally sudden drops of a similar magnitude. Some of the data must make the reader, as they did the evaluation team, wonder at the reliability of the reading data as recorded.[4] For example, in pairs nine and ten, both resident children and O.E. child 9 gain three to four years from the testing in the spring of the fourth grade to the fall of the fifth grade, and then proceed to decline precipitously during their year in the fifth grade, with pair 10 jumping ahead again during the sixth grade.

Clearly the analyses reported in Tables 17 and 18 indicate the need for a thorough examination of the stability of the reading achievement data and the accuracy with which they are processed and recorded. The demands placed upon these data, not only for placement and teaching purposes but now for program evaluation as well, make this an urgent need for the New York City schools.

SCHOOL ACHIEVEMENT PROFILES

Since concern has been expressed in debates over school integration as to the impact of integration on resident children's achievement, the evaluation team used the cumulative records at the Board of Education to collect data on school achievement profiles at three points:

1. the year before[5] the school was designated a receiving school;[6]

2. the year immediately after; and

3. 1967.[7]

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[4] The evaluation team had sufficient doubts so that it verified the transcribing of these data from the school records.

[5] This point in time varied from 1958-59 to 1966-67.

[6] Time did not permit the completion of a parallel analysis for sending schools in sufficient numbers to report.

[7] This study was completed before 1968 data were available.

Data were available only for grades 3 and 6 since citywide testing in other grades was not done prior to 1965. Two comparisons were made: the year before with the year after, and the year before with 1967. The data appear in Table 19.

Considering first the immediate effect of the introduction of the Open Enrollment program, the data in Table 19 indicate that in both Word Knowledge and Reading Comprehension subtests receiving schools dropped in overall achievement level in grade 3 but increased in grade 6. In all instances the changes were relatively slight, ranging between .19 and .30 of a year, i.e., two or three months. When the year before O.E. was compared with 1967, grade 3 showed a drop (of .27) in Word Knowledge, whereas grade 6 showed an increase (.14). Neither grade changed significantly in Reading Comprehension (-.09 in grade 3 and -.06 in grade 6). Overall, these data indicate no dramatic change in the school achievement profiles in reading when all children in the school are considered.

Of course, the possibly more relevant question in terms of the concerns expressed by parents of resident children is the effect of O.E. upon the achievement level of the resident children only. This analysis was not possible from the data available at the Board of Education, for they are only school medians; however, it was possible to use the achievement data obtained for this evaluation to study seven schools and compare the median reading scores of sixth graders in 1962-63 before O.E. with the median reading scores for 1968 sixth-grade resident children only. As the data in Table 20 indicate, in all but one of the schools the resident children were now reading better than the children in the school had been before the school was designated a receiving school.

The data in Tables 19 and 20 lead to the important conclusion that the influx of children reading below grade level has little effect on the overall school achievement profile in part because the resident children did better than their predecessors had done before O.E.

TABLE 19

OVERALL SCHOOL READING ACHIEVEMENT CHANGES--RECEIVING SCHOOLS

Comparison	Grade	MAT Subtest	N	Overall Median Change	N	Up Median	N	Down Median	N Schools which Did Not Change
Year before O.E. with year after	3	Word Knowledge	23	-.38	3	.30	13	.30	7
	3	Reading Comp.	20	-.30	3	.20	16	.35	1
	6	Word Knowledge	30	+.20	12	.45	11	.60	7
	6	Reading Comp.	30	+.19	11	.50	16	.40	3
Year before O.E. with 1967	3	Word Knowledge	27	-.27	8	.40	14	.50	5
	3	Reading Comp.	36	-.09	15	.30	14	.50	7
	6	Word Knowledge	29	+.14	12	.35	12	.50	5
	6	Reading Comp.	29	-.06	8	.60	17	.40	4

TABLE 20

CHANGES IN SIXTH-GRADE MEDIAN READING SCORES FOR SEVEN RECEIVING SCHOOLS, 1963 AND 1968, RESIDENT CHILDREN ONLY

School	Sixth-Grade Median (Resident) 1962-63	1967-68	Amount of Change	Number Resident Children Studied in 1968
A	6.8	9.0	+2.2	112
B	7.2	9.0	+1.8	131
C	7.3	8.9	+1.6	120
D	6.6	8.5	+1.9	195
E	6.5	7.5	+1.0	117
F	7.0	6.3	- .7	164
G	6.6	8.3	+1.7	74

CHAPTER V

PARENTAL ATTITUDE AND OPINION

EDUCATIONAL ACHIEVEMENT OF PARENTS INTERVIEWED

A total of 189 parents were interviewed; 104 resident parents,[1] 42 sending school parents,[2] and 43 parents who sent their children to an O.E. school. The educational attainment of this group of parents as reported by them indicated that 49 per cent had had some school or college after high school, 33 per cent had a high school education, and 18 per cent had less than a high school education.

PARTICIPATION IN SCHOOL ACTIVITIES

Over half the parents had attended five or more activities at their children's school. Almost all (99 per cent) had met their child's teacher and the principal (98 per cent). The parents reported that they had visited the schools for a variety of reasons. However, the most frequently mentioned reason was that the visits had been made to find out about their children's school work. The second most frequently mentioned reason was to attend a social function.

The majority of the parents (90 per cent) knew about the O.E. program and also had discussed the program with other people. The parents who had sent their children to an O.E. school reported that their children had been most influential in helping them to make up their minds. Next in order of influence were neighbors, parents of children enrolled in O.E. programs, relatives, husband or wife, and the teacher or principal of the sending school. Parents who did not send their children did not do so even though they had been encouraged by their mates, neighbors, and parents of children already enrolled in the program. Their children, teachers, and principals in their neighborhood schools had been least encouraging. Resident parents found their mates and children most in favor of the program. They reported their neighbors to be divided equally in their feelings about the program; half their neighbors that they talked with were in favor and half were not in favor.

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[1] These are the parents of the resident (neighborhood) children.

[2] These are the parents of children eligible for the O.E. program but who attend school in their own neighborhood.

REASONS FOR SENDING AND NOT SENDING CHILD TO O.E. SCHOOL

The parents (sending school parents) who did not avail themselves of the opportunity to send their children to an O.E. school did not do so for the reasons shown in Table 21.

TABLE 21

REASONS GIVEN BY PARENTS FOR NOT SENDING CHILD TO AN O.E. SCHOOL

Reason	Number of Parents
O.E. schools too far from home	17
Satisfied with neighborhood school	12
Did not know about the program	7
Children wanted to stay with friends	3
Did not want child to go to an integrated school where he would be in the minority	3
	42

Parents who had sent their children to an O.E. school reported that they sent their children out of the neighborhood to school mainly because they thought the children would get a better education. Most often (22) they cited either the "bad influence of other children in the neighborhood school" or wanting their children to "go to an integrated school" as reasons, with an almost equal number of parents saying that they did not like either the neighborhood school (19) or the "neighborhood" (18) as reasons for sending their child to an O.E. school.

Resident parents, when asked for reasons why they would send their children out of the neighborhood to school, most often said "If I thought child would achieve more" (46); "If I did not like the quality of teaching in the school that my child was attending" (45); and "If I felt that the behavior problems in the school he was attending were too numerous" (44).

CONTINUATION OF O.E. PROGRAM

The majority of the parents were in favor of seeing the O.E. program continued. Only 17 of the 189 parents reported that they were in favor of seeing the program discontinued--two O.E. parents, 12 resident parents, and three sending school parents.

EFFECTS OF O.E. PROGRAM ON ACHIEVEMENT AND INTEREST OF O.E. CHILDREN AND RESIDENT CHILDREN

Parents were asked to make five comparative judgments about the effect the O.E. program had on their child, in terms of:

1. his interest in school;
2. his relationships with other children;
3. his ability to read;
4. his ability in mathematics; and
5. his teacher's attitude toward him.

The data appear in Table 22. On all five judgments the pattern of responses was the same.

TABLE 22

REPORTED CHANGES IN SCHOOL INTEREST, ATTITUDES, AND ACHIEVEMENT AS A RESULT OF THE O.E. PROGRAM AS PERCEIVED BY PARENTS

	Reported Change by Per Cent					
	Better		Same		Worse	
Aspect	O.E.	Res.	O.E.	Res.	O.E.	Res.
1. Interest in school	60	14	39	76	0	10
2. Relationships with other children	48	20	48	73	3	7
3. Reading ability	68	18	25	77	6	5
4. Ability in mathematics	69	13	31	79	0	8
5. Teacher's attitude toward child	45	11	52	80	3	9

The great majority (73 per cent to 80 per cent) of resident parents felt that their children were performing the same as they had performed before the O.E. program began, but a majority of the O.E. parents reported that they felt that their children were doing better in reading and mathematics and had more interest in school as a result of attending an O.E. school, and almost half of the O.E. parents (45 per cent to 48 per cent) felt that their child's relationships with other children and his teacher's attitudes also were now better.

PART II OF PARENTS' QUESTIONNAIRE

The parents were asked to indicate their agreement or disagreement with 35 statements about schools selected from the public and professional press. A total of 123 parents returned these questionnaires. The parents agreed (98 per cent) that they wanted the "best education for their children," and were convinced (89 per cent) that they could "bring about substantial changes" in the schools. These parents displayed a very positive feeling of self-determination and control over their environment, as 93 per cent of them felt that if they "wanted to accomplish something" it could be accomplished with concentration and work. Smaller majorities displayed positive feelings of self-determination about their children, for while 78 per cent agreed that "any child who works hard and gets good grades can get some place in this world," 56 per cent agreed that hard work and good grades would help a black or Puerto Rican child but "getting a good job would still be difficult."

The parents were positive about reasons for which they would send their children out of the neighborhood to school. They agreed (73 per cent) that they would send the child outside the neighborhood to school "for a better education," but not because of trouble "with teachers" (75 per cent) or because of trouble with "other" children (74 per cent).

A large majority (81 per cent) felt that "we should be more concerned with improving the neighborhood schools than with trying to achieve full integration." However, 79 per cent of the parents agreed that academic standards are higher in schools with a majority of white students. Over half the parents (54 per cent) felt that children were not doing well in reading. However, a majority (88 per cent) felt that their children were conscientious about their school work and wanted to do well in school. Most parents (69 per cent) felt that their children were getting a good education, but 23 per cent did not feel that way.

The parents were asked their attitudes about the quality of schools "in areas like Harlem." Most of the parents had no opinion (42 per cent). The remainder of the parents were almost equally divided in considering them poor (31 per cent) and good (27 per cent). A majority of the parents (60 per cent) agreed that teachers do not like "teaching in areas like Harlem," but also said (69 per cent) they did not feel that schools where most of the children are black should have mostly black teachers. A similar majority (60 per cent) said that children should go to school out of their own neighborhood and should be bussed to better schools. A majority of the parents (63 per cent) felt that the teachers in their children's school spent more time in teaching than they did on discipline problems and that the teachers in their children's school had positive attitudes about their children's ability to learn.

The parents were asked whether they thought that a school boycott was an "excellent way" to get results from the Board of Education. Three-fifths (58 per cent) of the parents did not think so, as compared with 30 per cent who agreed that this method was an excellent weapon. Half (50 per cent) the parents thought that the Board of Education was sincere in wanting to integrate the schools; 28 per cent felt that it was not, with an almost equal number (20 per cent) having no opinion. Three-fifths of the parents (58 per cent) felt that parents in ghetto areas teach their children to behave.

The parents were asked to select and rank those subjects which they thought should be included in "quality" education. They responded by selecting reading, arithmetic, and writing in that order.

Finally, parents were asked to choose the "work you would like your child to do," "the work you think your child would like to do," and "the work you think your child will actually be doing" when he finishes school. The parents chose teaching, medicine, and law in that order as work they would like their child to do. However, less than half of those who chose medicine (43 per cent) or law (27 per cent) thought the children wanted this career or would actually have this career (27 per cent and 36 per cent) when they finished their education. On the other hand, for teaching, parental wishes agreed completely (100 per cent) with the child's wishes as perceived by the parents, and with the parents' perceptions of what the children would eventually be doing after finishing their education (81 per cent).

CHAPTER VI

CONCLUSIONS

This evaluation of the implementation and effects of the Free Choice Open Enrollment program in 1967-68 was designed to cover five facets of the program. First, and in a sense the basic responsibility was the verification of the extent to which the project was implemented as intended. At the elementary and junior high school levels (including the intermediate schools) the evaluation team, through the diligence and cooperation of the school staffs involved, was able to verify that the number of positions to be allocated had been achieved, although there was some internal rearranging of the categories of staff to be employed. At the senior high school level, within the period under review, the evaluation team and the schools were unable to unravel the welter of programs and budgets with sufficient clarity to answer this question. This same phase of study indicated that no additional movement toward reduced class size occurred in these elementary schools during 1967-68 beyond that achieved in previous years.

When the phases related to children are considered, this third in the annual evaluations conducted of the Free Choice Open Enrollment program has reinforced findings from the previous evaluations of both a positive and negative nature. Once again the basically positive perceptions of both O.E. and resident children toward themselves and their school are strongly reflected in the data. Thus, during the last three years, with three different samples and with three different paper-and-pencil instruments as well as face-to-face interviews, all the data on self-perception collected challenges the widely held notion that black and Puerto Rican children (along with children of other minority groups), have negatively oriented perceptions of themselves particularly when school and education are the focus of attention. The research base of this notion goes back to the pioneering studies of the Clarks.[1] Even allowing for the fact that they studied younger children than were studied in these evaluations, the recent and current data suggest that the new generations of children now in elementary school hold different views of the world than previous generations did 27 years back. Another interpretation might be that the use of relatively overt data-gathering techniques used in these studies has produced a different set of data than the projective techniques used in the Clark study. A replication of their study with today's children would seem to be in order.

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[1] Kenneth B. Clark, and Mamie P. Clark, "Racial Identification and Preference in Negro Children," in T. M. Newcomb, and E. L. Hartley, eds., Readings in Social Psychology (New York: Holt Rinehart and Winston, 1947).

Within this basically positive set of perceptions, the O.E. children showed particularly positive self-feelings in the area of their social and personal functioning. Since this was one of the primary aims of this program, the data strongly support the conclusion that the program has been successful in achieving this goal.

It is important to note as well that in addition to these basically positive perceptions, both groups of children expressed confidence in their ability to improve. If this instrument is considered to provide some insight into the child's feeling of his ability to control his environment and future, then the O.E. and resident children expressed strong feelings of such control.

Equally strong, and in the negative direction is the third consecutive finding that severe reading retardation continues to characterize the O.E. children. But there has been improvement, for this year the proportion of O.E. fifth graders reading at or above grade level rose from 34 per cent in 1966-67 to 45 per cent, and the proportion of sixth graders at or above grade level continued to approach three-fifths (58 per cent).

The analysis of reading achievement produced two new dimensions to the data. First, the evidence indicates that resident children in the receiving schools studied were currently reading at higher levels than children in these same schools had been reading in the year before the schools were designated as receiving schools for the Free Choice Open Enrollment program. In view of these gains, no consistent changes were noted in the achievement profiles of the receiving schools studied, despite the admission of the O.E. children reading below grade. These data should help resolve the fears expressed by many parents of resident children as to the effect on the achievement level of a school if children are admitted who are currently reading below the levels of the resident children. The answer provided by the data of this study is that if anything happens, it is an increase in achievement for the resident children.

This impression obtained from the data is consistent with but stronger than the impressions the parents of the resident children reported to us, not only in the area of achievement but in their children's attitudes toward, and interest in, school as well. Nine out of ten felt that their child was doing as well or better since the school was designated a receiving school, although most reported stability rather than the improvement the data indicated. In contrast, the parents of O.E. children felt their children were doing better in the areas we studied.

Parents in general were positive about the O.E. program, for 172 of 189 favored its continuance. They were also positive about the potential in their own roles for changing schools for the better and in their ability to accomplish as well as in the ability of their children to do well if they worked hard. Most felt that their children were obtaining a good education, and that while academic standards were higher in schools with a majority of white students, it was more important to improve neighborhood schools than to achieve full integration. In considering these impressions the reader should remember that the data summarized in this paragraph came from a group of parents with the proportion of O.E. and residents indeterminate.

A disturbing footnote to all the data on reading achievement is the extent to which both O.E. and resident children have been shown to have unstable histories of progress in reading. Large spurts are as often as not likely to be followed by large drops, a year-long plateau is not uncommon, and in general the data suggest that the New York City Board of Education should consider the entire question of the process by which tests are given and scored and the data recorded, if valid estimates of reading achievement are to be available to teachers, counselors, and administrators, to say nothing of program evaluators!

Looking across all of the data, this evaluation of the Services to Children in Open Enrollment Receiving Schools for the school year 1967-68 can be summarized in these conclusions:

First, the program was basically implemented as proposed in terms of personnel but class size was not affected.

The second conclusion would be that the program has succeeded in achieving or sustaining positive impressions and attitudes among its participating children and parents. Attitudinal change is one of the major objectives of integration efforts such as the Open Enrollment program.

Another conclusion would be that while no major change in reading achievement has been noted among participating O.E. children there is some indication of progress toward normal levels of achievement. For this year the proportion of O.E. fifth graders reading at or above grade level rose from 34 per cent in 1966-67 to 45 per cent and the proportion of sixth graders at or above grade level continued to approach three-fifths (58 per cent).

A fourth conclusion would be that there is clear indication that efforts to achieve this improvement has had only positive effects on the levels of achievement of the resident children. Nevertheless, unstable histories of both O.E. and resident students in reading progress suggest that the Board of Education should consider the process by which tests are given, scored and the data recorded in order to validly evaluate reading achievement.

The Open Enrollment program while not proving that the child who transfers to an O.E. school is assured of progress in reading has not proven otherwise either. On the other hand, the data does suggest that the Open Enrollment program is no panacea for improving academic achievement. The fact that class size had not been significantly reduced indicates that O.E. students might require more individualized instruction than most are receiving. Early identification of and special attention to the poor reader who has transferred to an O.E. school in search of better instruction, is indicated from these conclusions.

These conclusions while not all of a positive nature would indicate that the Free Choice Open Enrollment program has functioned with some limited success.

APPENDIX A

DETAILED TABLES ON SELF-PERCEPTION

Table 1

Response Pattern to Self Perception Inventory, in Per cent, by Type of Program, for "My Size"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	51	61	52	46	41
Mildly like	29	24	26	37	44
Mildly dislike	8	5	9	11	9
Strongly dislike	6	7	10	5	4
No answer	6	3	3	1	2
Median Rating (1.00 = Strongly Like)	1.48	1.32	1.46	1.61	1.70
Possibility of Improvement					
May improve	79	88	84	88	89
Won't improve	11	7	11	10	8
No answer	10	5	5	3	2
Comparison with Classmates					
Very good	35	37	32	25	20
Better than most	17	23	20	21	20
Average	25	26	28	40	47
Not very good	12	8	12	11	10
No answer	10	6	8	3	3

Table 2

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "My Looks"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	47	47	47	47	40
Mildly like	31	32	35	40	45
Mildly dislike	8	7	7	8	8
Strongly dislike	5	10	5	3	4
No answer	9	4	6	3	3
Median Rating (1.00 = Strongly Like)	1.6	1.59	1.59	1.60	1.72
Possibility of Improvement					
May improve	73	83	76	80	80
Won't improve	16	13	14	16	16
No answer	11	4	10	5	4
Comparison with Classmates					
Very good	33	30	31	26	24
Better than most	21	20	24	30	25
Average	22	28	24	33	40
Not very good	11	14	10	6	7
No answer	13	8	11	5	5

Table 3

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "My Physical Ability"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	53	57	50	53	49
Mildly like	26	26	32	33	36
Mildly dislike	8	5	8	9	7
Strongly dislike	5	8	4	3	4
No answer	8	4	6	2	3
Median Rating (1.00 = Strongly Like)	1.44	1.36	1.5	1.44	1.5
Possibility of Improvement					
May improve	75	85	78	83	85
Won't improve	14	10	13	12	12
No answer	11	4	10	5	3
Comparison with Classmates					
Very good	37	36	33	29	30
Better than most	21	24	24	26	25
Average	19	27	22	33	32
Not very good	11	9	10	8	11
No answer	12	4	12	3	3

Table 4

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Personal Neatness and Cleanliness

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	61	62	64	57	53
Mildly like	23	29	26	32	36
Mildly dislike	4	1	3	7	6
Strongly dislike	4	4	2	2	2
No answer	8	4	5	2	3
Median Rating (1.00 = Strongly Like)	1.32	1.31	1.28	1.38	1.44
Possibility of Improvement					
May improve	80	88	80	86	83
Won't improve	9	6	10	10	14
No answer	11	6	10	5	4
Comparison with Classmates					
Very good	45	48	42	37	33
Better than most	22	24	24	26	26
Average	17	20	19	26	31
Not very good	4	3	6	6	6
No answer	12	6	9	6	4

Table 5

Response Pattern to Self Perception Inventory, in Per cent, by Type of Program, for "The Way I Dress"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	63	67	64	65	64
Mildly like	24	22	24	27	28
Mildly dislike	3	4	4	3	3
Strongly dislike	2	3	3	2	2
No answer	8	4	5	3	3
Median Rating (1.00 = Stronly Like)	1.29	1.25	1.28	1.27	1.28
Possibility of Improvement					
May improve	76	89	77	82	75
Won't improve	11	5	12	14	20
No answer	13	6	11	5	5
Comparison with Classmates					
Very good	42	52	43	41	39
Better than most	23	21	24	26	25
Average	18	17	17	25	28
Not very good	3	3	3	3	2
No answer	14	7	12	5	5

Table 6

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Get Along with Adults

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	52	51	53	53	54
Mildly like	28	34	31	33	34
Mildly dislike	6	3	5	6	6
Strongly dislike	5	6	5	5	3
No answer	9	6	6	3	3
Median Rating (1.00 = Strongly Like)	1.46	1.48	1.44	1.44	1.43
Possibility of Improvement					
May improve	70	80	73	80	78
Won't improve	16	16	17	16	17
No answer	14	5	10	5	5
Comparison with Classmates					
Very good	41	43	39	37	34
Better than most	20	21	25	23	28
Average	16	19	18	27	28
Not very good	11	10	8	9	5
No answer	13	7	11	5	5

Table 7

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Help Others

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	60	66	63	61	62
Mildly like	23	22	24	31	31
Mildly dislike	4	3	4	2	3
Strongly dislike	3	5	2	1	1
No answer	10	4	7	5	3
Median Rating (1.00 = Strongly Like)	1.33	1.26	1.29	1.32	1.31
Possibility of Improvement					
May improve	74	82	75	80	79
Won't improve	13	11	14	14	16
No answer	13	7	12	6	5
Comparison with Classmates					
Very good	43	49	43	40	39
Better than most	23	21	23	28	29
Average	15	19	18	20	24
Not very good	5	4	5	5	3
No answer	14	7	11	6	5

Table 8

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Get Along with Other Children

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	54	45	53	60	58
Mildly like	27	38	31	29	32
Mildly dislike	6	8	6	5	5
Strongly dislike	4	6	5	3	2
No answer	9	3	5	3	3
Median Rating (1.00 = Strongly Like)	1.43	1.63	1.44	1.33	1.36
Possibility of Improvement					
May improve	74	79	72	78	79
Won't improve	13	17	17	18	17
No answer	13	5	11	5	4
Comparison with Classmates					
Very good	42	42	39	40	37
Better than most	20	23	21	23	27
Average	16	21	21	25	27
Not very good	9	8	9	7	5
No answer	13	6	10	5	4

Table 9

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "My Manners"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	51	53	56	52	46
Mildly like	30	33	27	38	42
Mildly dislike	5	5	6	5	6
Strongly dislike	5	4	5	2	2
No answer	9	5	6	3	4
Median Rating (1.00 = Strongly Like)	1.48	1.44	1.39	1.46	1.60
Possibility of Improvement					
May improve	75	84	76	81	82
Won't improve	11	7	11	14	14
No answer	14	9	13	6	4
Comparison with Classmates					
Very good	39	43	42	37	31
Better than most	24	27	20	27	29
Average	15	18	19	25	29
Not very good	9	6	8	5	6
No answer	13	6	11	6	5

Table 10

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "My Grades"

Area	1 NES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	45	55	47	37	41
Mildly like	29	24	31	37	42
Mildly dislike	9	10	9	15	10
Strongly dislike	8	6	6	8	4
No answer	9	5	7	3	3
Median Rating (1.00 = Strongly Like)	1.67	1.41	1.60	1.91	1.71
Possibility of Improvement					
May improve	74	84	80	86	88
Won't improve	14	9	11	9	8
No answer	12	7	9	5	4
Comparison with Classmates					
Very good	36	37	35	28	28
Better than most	23	22	22	23	25
Average	16	24	21	29	33
Not very good	13	10	14	16	10
No answer	12	7	8	5	3

Table 11

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "My School"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	52	41	48	34	44
Mildly like	23	26	29	37	37
Mildly dislike	5	9	9	14	9
Strongly dislike	12	20	9	13	7
No answer	8	4	5	2	3
Median Rating (1.00 = Strongly Like)	1.46	1.85	1.57	1.93	1.66
Possibility of Improvement					
May improve	70	72	72	68	67
Won't improve	18	21	20	23	26
No answer	12	7	8	9	7
Comparison with Classmates					
Very good	39	37	40	28	20
Better than most	20	18	19	22	26
Average	15	18	20	29	33
Not very good	13	20	13	14	7
No answer	13	6	8	7	6

Table 12

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "Ability to Get Along with my Teachers"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	56	47	57	53	55
Mildly like	26	31	30	30	33
Mildly dislike	4	7	4	7	5
Strongly dislike	5	5	4	7	4
No answer	9	10	5	3	3
Median Rating (1.00 = Strongly Like)	1.39	1.60	1.38	1.44	1.41
Possibility of Improvement					
May improve	73	70	79	75	75
Won't improve	14	19	13	18	21
No answer	13	12	8	6	4
Comparison with Classmates					
Very good	42	25	42	36	36
Better than most	26	32	25	24	27
Average	13	15	17	27	25
Not very good	8	15	8	8	7
No answer	12	12	9	5	5

Table 13

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Participation in School Activities

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	53	61	48	53	51
Mildly like	29	22	34	33	36
Mildly dislike	5	6	7	6	6
Strongly dislike	4	5	4	3	3
No answer	9	6	7	5	4
Median Rating (1.00 = Strongly Like)	1.44	1.32	1.56	1.44	1.48
Possibility of Improvement					
May improve	73	82	74	75	78
Won't improve	15	12	16	18	18
No answer	12	6	10	7	5
Comparison with Classmates					
Very good	38	37	34	35	32
Better than most	24	25	24	26	25
Average	18	24	24	25	32
Not very good	7	6	8	7	7
No answer	13	8	10	6	5

Table 14

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Study

Area	1 MES N=1046	2 SS N=144	3 C N=[illegible]05	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	47	53	46	39	36
Mildly like	31	28	32	37	42
Mildly dislike	6	6	9	14	11
Strongly dislike	5	7	5	6	7
No answer	11	6	8	4	4
Median Rating (1.00 = Strongly Like)	1.60	1.44	1.63	1.80	1.83
Possibility of Improvement					
May improve	75	85	77	82	84
Won't improve	12	10	12	12	12
No answer	14	6	10	6	4
Comparison with Classmates					
Very good	36	33	32	25	25
Better than most	22	29	34	24	23
Average	16	22	21	32	34
Not very good	10	11	10	13	12
No answer	16	7	13	7	6

Table 15

Response Pattern to Self Perception Inventory in Per Cent, by Type of Program, for Ability to Have Fun

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	73	85	72	76	84
Mildly like	12	6	15	14	9
Mildly dislike	2	2	2	3	2
Strongly dislike	3	1	3	2	1
No answer	10	6	8	5	4
Median Rating (1.00 = Strongly Like)	1.18	1.09	1.19	1.16	1.10
Possibility of Improvement					
May improve	71	86	73	71	69
Won't improve	15	8	16	22	25
No answer	14	6	12	7	6
Comparison with Classmates					
Very good	53	60	54	50	57
Better than most	16	13	18	24	21
Average	11	17	13	16	14
Not very good	5	4	4	3	3
No answer	15	6	12	8	6

Table 16

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Make Friends at School

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	64	60	65	63	63
Mildly like	19	22	21	27	26
Mildly dislike	4	7	4	4	4
Strongly dislike	3	5	3	2	3
No answer	10	6	7	4	4
Median Rating (1.00 = Strongly Like)	1.28	1.33	1.27	1.29	1.29
Possibility of Improvement					
May improve	73	77	73	76	76
Won't improve	13	16	16	17	18
No answer	14	7	10	8	5
Comparison with Classmates					
Very good	76	42	46	41	42
Better than most	21	25	20	23	22
Average	13	18	15	26	25
Not very good	6	6	7	5	5
No answer	14	10	12	6	6

Table 17

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Read

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	53	56	50	55	55
Mildly like	26	28	31	28	31
Mildly dislike	5	4	6	6	5
Strongly dislike	5	6	4	5	3
No answer	11	6	9	6	6
Median Rating (1.00 = Strongly Like)	1.44	1.39	1.50	1.41	1.41
Possibility of Improvement					
May improve	71	79	74	82	81
Won't improve	14	15	14	9	13
No answer	15	7	12	9	7
Comparison with Classmates					
Very good	39	40	36	30	38
Better than most	22	24	24	24	25
Average	13	17	17	27	25
Not very good	10	10	9	10	6
No answer	16	8	14	9	7

Table 18

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Ability to Do Arithmatic

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	50	49	49	44	48
Mildly like	27	25	26	27	32
Mildly dislike	6	7	8	13	9
Strongly dislike	7	13	9	10	6
No answer	10	6	8	6	5
Median Rating (1.00 = Strongly Like)	1.50	1.54	1.54	1.72	1.56
Possibility of Improvement					
May improve	70	74	75	79	83
Won't improve	16	20	14	15	12
No answer	14	6	12	6	5
Comparison with Classmates					
Very good	40	35	38	26	36
Better than most	20	23	19	27	21
Average	14	22	18	24	27
Not very good	12	13	13	17	10
No answer	14	7	13	6	6

Table 19

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "Ability to Do Things by Myself"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	60	67	62	61	63
Mildly like	23	17	23	28	29
Mildly dislike	4	4	5	3	3
Strongly dislike	2	5	2	2	1
No answer	10	7	8	6	4
Median Rating (1.00 = Strongly Like)	1.33	1.25	1.31	1.32	1.29
Possibility of Improvement					
May improve	72	78	74	77	79
Won't improve	15	15	14	14	16
No answer	14	7	12	9	6
Comparison with Classmates					
Very good	42	45	43	40	40
Better than most	22	24	23	27	25
Average	16	19	17	21	26
Not very good	6	4	6	5	4
No answer	15	8	12	8	6

Table 20

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for Recreational Activities

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	69	76	71	71	75
Mildly like	14	10	15	17	17
Mildly dislike	3	6	3	4	3
Strongly dislike	3	2	3	2	1
No answer	11	6	8	6	4
Median Rating (1.00 = Strongly Like)	1.22	1.16	1.20	1.20	1.17
Possibility of Improvement					
May improve	--	--	--	--	--
Won't improve	--	--	--	--	--
No answer	--	--	--	--	--
Comparison with Classmates					
Very good	50	54	48	49	51
Better than most	19	17	19	21	21
Average	12	17	15	18	19
Not very good	5	4	6	5	3
No answer	15	7	12	7	5

Table 21

Response Pattern to Self Perception Inventory, in Per Cent, by Type of Program, for "My Neighborhood"

Area	1 MES N=1046	2 SS N=144	3 C N=605	4 O.E. N=381	5 Res N=1580
Self Appraisal					
Strongly like	45	39	46	54	56
Mildly like	21	26	23	21	24
Mildly dislike	6	10	7	6	5
Strongly dislike	10	17	10	7	5
No answer	18	8	14	12	10
Median Rating (1.00 = Strongly Like)	1.74	1.92	1.67	1.43	1.39
Possibility of Improvement					
May improve	--	--	--	--	--
Won't improve	--	--	--	--	--
No answer	100	100	100	100	100
Comparison with Classmates					
Very good	33	29	37	39	37
Better than most	15	17	14	18	22
Average	13	24	15	18	22
Not very good	14	18	15	9	7
No answer	25	12	18	16	13

APPENDIX B

INSTRUMENTS

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

January 22, 1968

Dear Colleague:

Under contract with the Board of Education, the Center for Urban Education is continuing the study of the E.S.E.A. Title I services to Children in Open Enrollment Receiving Schools program.

Dr. Nathan Brown has given authorization for this evaluation in General Circular No. 8, 1967-1968.

Your school has been selected as one of the schools to be included in this study. The research design includes the following activities:

A. An evaluation of the extent to which facilities and staff have been provided to receiving schools.
B. An evaluation of pupil achievement on standardized tests.
C. An evaluation of verbal functioning which will involve testing and the collection of speech samples. This evaluation will be done at the elementary school level in both receiving and sending schools.
D. An evaluation of student self-image and attitudes toward school and education. Elementary, junior high, and senior high school students in both receiving and sending schools will be studied, through interviews in elementary and junior high school and in writing in senior high school.
E. An evaluation of parent response through questionnaires and interviews.

All of the above mentioned activities involve our knowing which children in your school are the children enrolled in the program. We would like to obtain a list for each class. So that we can send appropriate amounts of class lists to you, we would appreciate receiving a copy of your school organization by return mail. Please use one of the enclosed envelopes for this purpose.

As a first step in this evaluation, I am enclosing a questionnaire which I hope you will complete fully and return as soon as possible.

Within a short time our research coordinator, Mrs. Colleen Stewart, will be in contact with you concerning the collection of sample data. Our research personnel staff will work as quickly and efficiently as possible in order not to interfere with the operations of the school.

Any questions which you might have will receive quick attention from Mrs. Stewart who may be reached at 862-7002.

Yours truly,

David J. Fox

David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services
Evaluation Chairman

DJF:jl
encl.

OPEN ENROLLMENT PROGRAM

Principal's Questionnaire   Receiving School

One of the objectives of the Open Enrollment Program is the provision of additional personnel and services for the students from poverty areas who attend schools outside their designated areas. The following questions are designed to evaluate the extent to which these provisions have been implemented.

We appreciate your cooperation in completing this questionnaire. If you have any questions concerning items on this form, please feel free to call Mrs. Colleen Stewart at 862-7002.

School______________________ Borough____________________

Date____________ Principal's Name_______________________

Name and title of person completing this form_______________

____

1. Date this school was designated OE _____________________

2. Enumeration of additional staff: (if none please use 0)

1.General teaching staff:

	Number Since Designation as OE		Number for School Year 1967-68	
	Full Time	Part Time	Full Time	Part Time
1. For population growth among resident children				
2. To compensate for increased register due to OE children				
3. To reduce class size in general				
4. Other reasons				
2. Corrective or remedial reading teachers				
3. Remedial mathematics teachers				
4. Enrichment teachers-Music				
5. Enrichment teachers-Health Education				
6. Teachers of English as a second language				
7. Guidance counselors and guidance teachers				
8. School aides and other paid para-professionals				

Enumeration of additional staff, continued:

	Number Since Designation as OE		Number for School Year 1967-68	
	Full Time	Part Time	Full Time	Part Time
9. Laboratory assistants				
10. Secretaries				
11. Other personnel added as a result of OE (Please specify)				

3. Average class size:

1. For school year before designation as OE (Please write year being referred to)______________________
____

2. For school year 1966-67______________________

3. For school year 1967-68______________________

4. What has happened to class size since school was designated OE? (Please check the correct response for each level applicable to your school.)

	Increased Greatly	Increased Slightly	Unchanged	Decreased Greatly	Decreased Slightly
Elementary					
1. Kg. -2					
2. Grades 3 -6					
Junior High					
3. Grade 6					
4. No grade 6 ☐					
5. Grades 7 - 8					

Class size continued:

	Increased Greatly	Increased Slightly	Unchanged	Decreased Greatly	Decreased Slightly
Junior High					
6. Grade 9					
7. No Grade 9					
Senior High					
8. Grade 9					
9. No grade 9					
10. Grades 10 - 12					

5. Number of children admitted under OE program:

Elementary	1966	1967-68	Total Number Out of District Pupils Admitted	Total Number Admitted Under Free Choice OE
1. Kg.-2				
2. Grades 2 -6				
Junior High 3. Grade 6				
4. Grades 7 -8				
5. Grade 9				
Senior High 6. Grade 9				
7. Grades 10 -12				

6. Please indicate the adequacy(in terms of amounts) of special materials and equipment provided for use in the OE program.(Circle the correct number)

1. More than adequate
2. Adequate
3. Less than adequate
4. Nonexistent

7. Please indicate the effectiveness of these special materials and equipment: (circle the correct number under each heading)

   1. Availability:
      1. Readily available and easy to procure
      2. Available but extremely difficult to procure
      3. Available some of the time but not always when needed
      4. Never available when needed

   2. Appropriateness:
      1. Always appropriate for our needs
      2. Sometimes inappropriate for our needs
      3. Seldom appropriate for our needs
      4. Never appropriate for our needs

   3. Quality:
      1. Very superior
      2. Superior
      3. Average
      4. Inferior
      5. Very inferior

   4. Frequency of use:
      1. Used constantly
      2. Used periodically
      3. Seldom used
      4. Never used

8. What materials, special classes or programs devoted to Negro history, Puerto Rican culture, race relations, etc. have been provided or instituted since the school was designated OE? (Please specify. If none, write none.)

	Item Description	Check if Particularly Valuable
A. Materials		
B. Programs		
C. Classes		
D. Other		

B8

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment Program

January 31,1968

Dear Colleague:

Under contract with the Board of Education, the Center for Urban Education is continuing the study of the E.S.E.A. Title I Services to Children in Open Enrollment Receiving Schools program.

Dr. Nathan Brown has given authorization for this evaluation in General Circular No. 8, 1967-1968.

Your school as one of the sending schools has been selected to be included in this study. The research design includes the following activities:

A. An evaluation of pupil achievement on standardized tests.
B. An evaluation of verbal functioning which will involve testing and the collection of speech samples. This evaluation will be done at the elementary school level in both receiving and sending schools.
C. An evaluation of student self-image and attitudes toward school and education. Elementary, junior high, and senior high school students in both receiving and sending schools will be studied, through interviews in elementary and junior high school and in writing in senior high school.
D. An evaluation of parent response through questionnaires and interviews.

We would like to obtain a list for each class in your school. So that we can send appropriate amounts of class lists to you, we would appreciate receiving a copy of your school organization by return mail. Please use the enclosed envelope for this purpose.

Within a short time our research coordinator, Mrs. Colleen Stewart will be in contact with you concerning the collection of sample data. Our research personnel staff will work as quickly as possible in order not to interfere with the operations of the school.

Any questions which you might have will receive quick attention from Mrs. Stewart who may be reached at 862-7002.

Yours truly,
David J. Fox
David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

Evaluation Chairman

PRINCIPAL'S QUESTIONNAIRE #2

School____________________ Borough____________________

Date________________Principal's Name____________________

Name and Title of person completing this form____________________

1. Date this school was designated an open enrollment school________________

2. Enumeration of additional staff:

Type	Number for 1967-68
A. Corrective or remedial reading teachers	
B. Music enrichment teachers	
C. Health enrichment teachers	
D. Teachers to reduce class size	
E. Teachers of English as a second language	
F. Open enrollment coordinators	
G. Special and career guidance	
H. Guidance counselors	
I. Counseling teachers	
J. Laboratory assistants	
K. Secretaries	
L. School aides (please indicate hours per term)	

3. Additional Supplies:

Please describe the amount and type of additional supplies you have received for 1967-68 as a result of your designation as an open enrollment school.

4. Please indicate the number of open enrollment students now enrolled in your school for each grade:

Grade	No. Enrolled	Grade	No. Enrolled
K		7.	
1.		8	
2.		9.	
3		10.	
4.		11	
5.		12	
6.			

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

March 14, 1968

Dear **Parents Association President:**

The Center for Urban Education is now evaluating the Open Enrollment Program for the New York City Board of Education. As you may know, this program is designed to promote quality integrated education in the schools. Pupils residing in economically disadvantaged areas where there are heavy concentrations of minority groups are given the opportunity to transfer to schools with unused space and a more varied ethnic distribution.

As part of the evaluation process we wish to talk to children and parents to determine their reaction to this project. We should like to have interested neighborhood parents and residents to help gather this information. This would mean interviewing parents and children and completing a questionnaire which we shall provide.

At your next meeting would you please announce that we are seeking parents and other interested residents to interview parents within the neighborhood and to interview children outside of their neighborhood. When gathering information from parents the interviewers would be able to schedule their own working hours and days. Interviews with children would have to take place during school time and at the convenience of school personnel. For this service the pay is $4.00 per hour. About 25 hours of interviewing may be anticipated. If you have additional questions, please call Mrs. C. Stewart at 862-7002. Enclosed are postcards which interested persons should complete and return directly to this office.

Yours truly,

David J Fox

David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

DJF:sp
Enc.

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

May 2, 1968

Dear

Thank you for your response indicating willingness to assist in gathering information for the Center for Urban Education studies. We will be starting in mid-May, and a meeting has been planned to acquaint you with your duties. The meeting will be held Wednesday, May 15, at 9:30 a.m. at City College in the Finley Student Union Ballroom (map enclosed). This meeting is very important and, unfortunately, if you cannot attend we shall not be able to use your services. Please indicate on the enclosed card whether you can attend and return at once.

May we also advise you that persons employed in any capacity by the New York City Board of Education are not eligible to participate in these evaluation studies. This is in accordance with the Center for Urban Education policy on all projects.

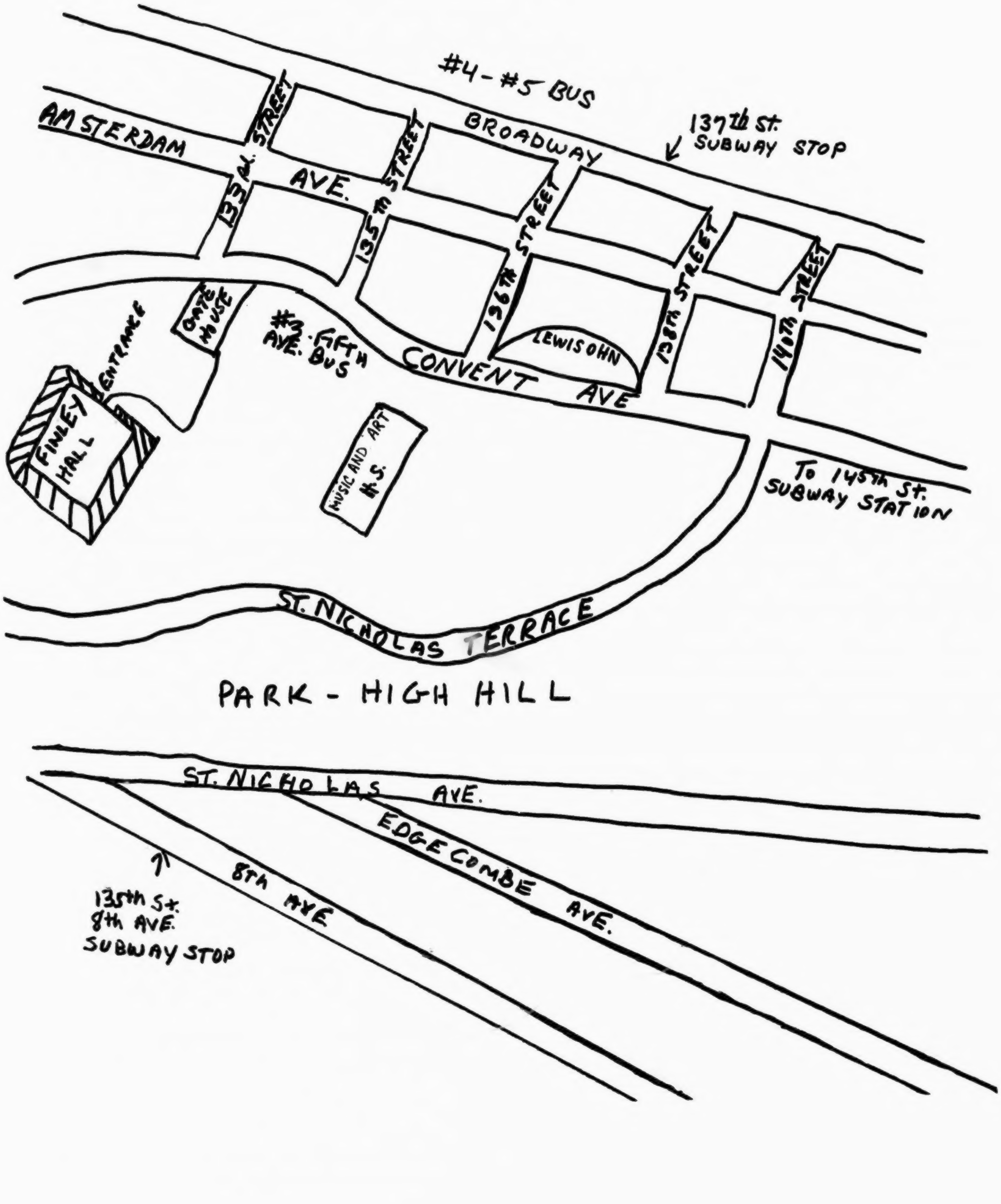
We look forward to meeting you on the 15th and to working together in the weeks ahead.

Yours truly,

David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

DJF:sp
Enc. 2

MAP TO CITY COLLEGE and FINLEY HALL


#4-#5 BUS
BROADWAY
137th St. SUBWAY STOP
AMSTERDAM AVE.
133rd. STREET
135th STREET
136th STREET
138th STREET
140th STREET
GATE HOUSE
ENTRANCE
FINLEY HALL
#3 FIFTH AVE. BUS
CONVENT AVE
LEWISOHN
MUSIC AND ART H.S.
To 145th St. SUBWAY STATION
ST. NICHOLAS TERRACE
PARK - HIGH HILL
ST. NICHOLAS AVE.
EDGECOMBE AVE.
8th AVE
135th St. 8th AVE. SUBWAY STOP

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

and

More Effective Schools
Program

May 3, 1968

Dear Parents Association President:

The Center for Urban Education is now evaluating the More Effective Schools and the Open Enrollment programs of the New York City Board of Education. Your school has been selected to be included in one of their studies. The purpose of the studies is to obtain a more complete image of the elementary education being offered to children from economically disadvantaged neighborhoods.

As part of the evaluation process we plan to interview parents, and we believe this phase of the study can best be carried out by parents. We ask, therefore, that you help by making interested parents aware of the contents of this letter.

We will need the parents from your school. It would be most helpful if they were bilingual. The job involves interviewing and administering questionnaires to parents. Each employee would be paid at a rate of $4.00 per hour. The one limitation is that anyone who is presently employed by the New York City Board of Education unfortunately is legally prevented from participating in this study as a paid employee.

We intend to start interviewing parents by mid-May. An orientation meeting for those parents who will conduct the interviews is scheduled for Wednesday, May 15, 1968 at 9:30 a.m. at the City College Finley Student Center Ballroom (see enclosed map). If you find two people who are interested please see to it that they attend this very important meeting.

Enclosed are postcards for applicants to complete and return directly to this office. Should questions arise which are not answered by this letter, please call Mrs. Colleen Stewart or Fr. Fred Hill at 286-2396, Wednesday - Friday.

Yours truly,

Frederick Hill, Jr., Research Associate
More Effective Schools

Colleen Stewart, Research Coordinator
Open Enrollment Program

FH:sp
Encs.

INSTRUCTIONS FOR INTERVIEWERS

1. Introduction: Introduce yourself, by name, and explain that you are a representative of the Center for Urban Education, which is evaluating the More Effective Schools-Open Enrollment Program. If any uncertainty exists, explain that this evaluation is required by law. You are free to say that you are a parent, with children in one of the schools in the project, and if asked, should say that you were hired through the Parents Association of your school.

2. Tone: Throughout the interview, attempt to keep yourself out of the picture. This means that you read the questions as simply as you can without suggesting any answer and that you avoid any expressions or gestures which suggest that you do or do not like any answer.

3. The Questions: Ask each question exactly as it is stated on the form. If a person doesn't understand the question, repeat it. If he still does not understand, then try to re-state it in your own words, without suggesting the answer. If he still does not understand, then go on to the next question. Ask every question, in the order in which they appear on the form.

4. Recording the Answer: Record the answer while the person is speaking. It is a good idea to tell the person that you will be writing down his answer, so he knows what you are doing when you begin to write. Try to write it down exactly as he says it, without worrying about language or grammar. If the person being interviewed is speaking Spanish, write the answer in Spanish and translate it later, unless you feel that you can translate it while he is speaking. Remember, the purpose is to get onto paper what the person said in the most accurate and complete way possible. If you interview as a team, one may question and one write. If there are choices printed on your interview guide, then you simply circle the choice the person makes. You may read the choices to them or you may show them the choices and let them select, whichever is easier for you, and for them.

5. The Second Form: After completing the interview questions, tell the person being interviewed that there is a second form on which we would like his opinions about other issues. Tell him that you would like to leave this form with him, in an envelope which is stamped and ready to mail back to the study. Point out that he does not have to sign his name on this other form, unless he wishes a copy of the results. If he offers to fill out the forms right away if you wait, please WAIT and seal the form in his presence, without looking at it and take it with you. Return it with your interview materials.

6. Conclusion: Thank the person for permitting you to interview them, and ask if there is anything they think about the program which they have not had the opportunity to say. If there is, record it with the same care you have recorded everything else.
   Tell the parent that the report of the study will be published about November 15, 1968 and that copies will be available for reading in the library of the Center for Urban Education at 105 Madison Avenue, New York City.

Instructions for Self-Image Survey

1. Arrive at school on time, and report to General Office to check in with the school. If you already have your schedule, go to your first class. If not, ask the school clerk who is in charge of your schedule and find that person to obtain the schedule.

2. When you enter each class, introduce yourself to the teacher and to the children as a person from the Center for Urban Education who is doing a study of what children think about themselves. Tell the children they will need a pencil or pen to fill out the form you will give out, and give them a minute or two to sharpen their pencils.

3. When you are ready to begin, make certain everyone is comfortable and then distribute the forms. If the teacher volunteers, she may help. If she does not volunteer do not ask her to help. She is expected to remain in the room, and should she start to leave, simply tell her that you understood she would remain in the room during the survey. If she refuses to stay, you seek out the Assistant Principal. Do not get yourself in a position where you are in the room alone with the class.

4. Administer the survey in accordance with the special instructions. Then thank the children and the teacher and move on to the next class.

Extra Notes on Interviews of Children

1. Do not ever remain in a room alone with a child, always interview with your team-mate. If one of you is delayed while going to a class for children, then the other should wait outside of the interviewing room until you are both ready to begin.

2. If a child is absent, make this entry on the form reserved for him.

3. If a child does not wish to be interviewed, or does not wish to answer any one question, do not make an issue of this but simply record this on the form.

4. Do not interview any child who is not on your list.

INSTRUCTIONS FOR ADMINISTERING SELF-IMAGE INVENTORY

1. Enter room and introduce yourself to the teacher and the children. Give the class a few minutes, if needed, to complete what they are doing. Make certain each child has something with which to write, and if they need a minute or two to sharpen pencils suggest that they do this at the beginning.

2. Say: "We are trying to find out how children in New York City schools feel about themselves. In a minute I'm going to give you a booklet with questions so you can tell us how you feel about yourself. Hundreds of children in other schools are filling this out, too. We do not want you to put your name anywhere on this paper."
   For elementary school children say: "If you come to school by bus put an O in the upper right hand corner."
   For junior high school children say: "If you went to school by bus when you were in elementary school put an O in the upper right hand corner."
   Then: "No one here at school will ever see what you write. I shall take these papers away from this school with me, today, when I leave. Now, let's read the directions together." (Read directions exactly as written on page 1.) "Any questions? Remember to answer exactly how you feel about yourself."

3. Make certain all understand and all questions have been answered, except if you have questions about the "three groups" in which case say, "You'll understand that better when you look inside."

4. Now say: "Let's all turn the page and see how you answer. Now you see item 1 says "MY SIZE." Now think how satisfied you are with your size. Item 1 says "MY SIZE" and next to it, in group 1, are the numbers 1, 2, 3, and 4. Now if you strongly like your size, circle the number 1; if you mildly like your size, circle the number 2; if you mildly DISlike your size, circle the number 3; and if you strongly dislike your size, circle the number 4. Go ahead, now you circle the number which tells us whether you like or dislike your size. Remember: 1 means you strongly like, it, 2 means you mildly like it, 3 means you mildly dislike it, and 4 means you strongly dislike it.
   Now look at group 2. Here you see the numbers 20 and 30. Group 2 asks if you think you'll make any improvement. If you think you will make some improvement in your size, circle the number 20. If you do not think you will make any improvement circle the number 30. Go ahead.
   Now look at group 3. Here you see the numbers 5, 6, 7, and 8. In group 3 we ask you to tell us how you think you compare to your classmates. If you think you're very good, you circle the number 5; if you think you're better than a good many, you circle the number 6; and if you think you're average, circle the number 7. Finally, if you don't think you're very good compared to your classmates, circle the number 8. Remember: 5 means very good, 6 means better than most, 7 means average, and 8 means not very good. Go ahead and circle the answer that tells us how you think your size compares to your classmates.

   "Now look at item 2 -- your looks. Again, in group 1 indicate how you feel about your looks. Remember, the number 1 means you strongly like your looks, 2 means you mildly like your looks, 3 means you mildly dislike your looks, and 4 means you strongly dislike your looks. Go ahead, circle a number from 1 to 4.

Now go on to group 2 and circle the 20 if you think your looks will improve, or the 30 if you don't think they will improve.
Now go on to group 3, and tell us how you think your looks compare to the looks of your classmates. Remember, the number 5 means you think you look very good, number 6 means you think you look better than a good many, number 7 means you think you look average, and number 8 means you don't think you look very good compared to your classmates. Go ahead. Now you work on by yourself. If you have any questions, raise your hand and I shall come to your desk. Please do not call out."

ADDITIONAL INSTRUCTIONS FOR ADMINISTERING
SELF-IMAGE INVENTORY

5. Instructions for page 3: Say: "We are trying to find out three things -- the work you would like to do, the work you think your parents want you to do, and the work you think you will actually be doing when you finish your education.

   First: Let's look at the list (read the list aloud) to find out which type of work you would most like to do. If it is not listed write it in the first blank space at the bottom of the list in the second column. After you have found the work you would most like to do put a circle around the 1.

   Second: Let's look at the list to find out the type of work you think your parents want you to do. If it is not listed write it in the second blank space. After you have decided the work you think your parents want you to do put a circle around the number 2.

   Third: Let's look at the list (read list aloud) to find out the type of work you think you will actually do when you finish your education. If it is not listed write it in the third blank space. After you have decided put a circle around the number 3."

   DO NOT DO PAGES 4 AND 5 IN THE ELEMENTARY GRADES.

   In junior high school read the statement at the top of page 4 aloud -- then allow the children to proceed. Help them if they need help.

CENTER FOR URBAN EDUCATION

Open Enrollment Student Self-Image Inventory

The questions on the attached sheets are asked to find out what you think about yourself and to help you learn about yourself. You are to look at yourself and decide what your strong points and weak points are. Think carefully before answering and check the statements which best describe your thoughts and feelings.

Your responses will be valuable in helping your teachers and others to plan the kinds of experiences which will help you most.

The first questions are divided into three groups.

Group I:	Check the feeling which best describes how you feel.
Group II:	Check whether you think you will make some improvement, or whether you probably won't.
Group III:	Check how you feel you compare to other pupils in your class.

CENTER FOR URBAN EDUCATION

OPEN ENROLLMENT EVALUATION - 1968 - STUDENT SELF-IMAGE INVENTORY

	Group 1				Group 2		Group 3			
	MY PRESENT CHARACTERISTICS AND HOW I FEEL ABOUT THEM				PLANS FOR IMPROVEMENT		COMPARED TO MY CLASSMATES HOW DO I RATE MYSELF?			
	Strongly like	Mildly like	Mildly Dis-like	Strongly Dislike	I think I may make improvement	I probably won't make any improvement	Very good	Better than a good many	Average	Not very good
1. My size	1	2	3	4	20	30	5	6	7	8
2. My looks	1	2	3	4	20	30	5	6	7	8
3. My ability in things that require physical skill	1	2	3	4	20	30	5	6	7	8
4. My personal neatness and cleanliness	1	2	3	4	20	30	5	6	7	8
5. The way I dress	1	2	3	4	20	30	5	6	7	8
6. My ability to get along with adults	1	2	3	4	20	30	5	6	7	8
7. My ability to help others	1	2	3	4	20	30	5	6	7	8
8. My ability to get along with other children	1	2	3	4	20	30	5	6	7	8
9. My manners	1	2	3	4	20	30	5	6	7	8
10. My grades	1	2	3	4	20	30	5	6	7	8

	Group 1				Group 2		Group 3			
	MY PRESENT CHARACTERISTICS AND HOW I FEEL ABOUT THEM				PLANS FOR IMPROVEMENT		COMPARED TO MY CLASSMATES HOW DO I RATE MYSELF?			
	Strongly like	Mildly like	Mildly Dis-like	Strongly Dislike	I think I may make improvement	I probably won't make any improvement	Very good	Better than a good many	Average	Not very good
11. My school	1	2	3	4	20	30	5	6	7	8
12. My ability to get along well with my teachers	1	2	3	4	20	30	5	6	7	8
13. My participation in school activities	1	2	3	4	20	30	5	6	7	8
14. My ability to study	1	2	3	4	20	30	5	6	7	8
15. My ability to have fun	1	2	3	4	20	30	5	6	7	8
16. My ability to make friends in school	1	2	3	4	20	30	5	6	7	8
17. My ability to read	1	2	3	4	20	30	5	6	7	8
18. My ability to do arithmetic	1	2	3	4	20	30	5	6	7	8
19. My ability to do things by myself	1	2	3	4	20	30	5	6	7	8
20. My recreational activities (vacations, picnics parties, etc.)	1	2	3	4	20	30	5	6	7	8
21. My neighborhood	1	2	3	4	XXXXXX	XXXXXX	5	6	7	8

Below are listed some areas of work which you might well be engaged in after you finish your education. If there is an area not listed which you would like to add please do so. Check the columns to show THE WORK YOU WOULD LIKE TO DO, THE WORK YOU THINK YOUR PARENTS WANT YOU TO DO, and THE WORK YOU THINK YOU WILL ACTUALLY BE DOING when you finish your education. (Check one in each column.)

	Work I Would Like To Do	Work My Parents Want Me To Do	Work I Think I Will Actually Do
Clerical or Sales Work	1	2	3
Law	1	2	3
Politics	1	2	3
Skilled Trades	1	2	3
Sports	1	2	3
City Transit Work	1	2	3
Teaching	1	2	3
Nursing	1	2	3
Service Work	1	2	3

	Work I Would Like To Do	Work My Parents Want Me To Do	Work I Think I Will Actually Do
Civil Service	1	2	3
Medicine	1	2	3
Mathematics	1	2	3
Chemistry	1	2	3
Physics	1	2	3
Biology	1	2	3
Art	1	2	3
Music	1	2	3
Own Business	1	2	3
____________	1	2	3
____________	1	2	3
____________	1	2	3

On the following pages are some statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
1. More Negro teachers should be hired to work in schools where most pupils are Negro.					
2. The N. Y. Board of Education is sincere about wanting to integrate schools.					
3. It is more important to improve neighborhood schools than to try to achieve full integration.					
4. Any child who works hard and gets good grades can get someplace in this world.					
5. Teachers spend too much time disciplining pupils and not enough time teaching.					
6. Teachers here seem to feel that pupils just aren't smart enough to learn anything.					
7. All pupils get a better education in racially mixed schools.					
8. Academic standards are higher in schools where most of the pupils are white.					
9. White students get a better education in racially mixed schools.					
10. Most teachers don't like teaching in schools located in areas like Harlem.					

	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
11. Pupils who go to schools outside their neighborhood don't have enough time to be with their neighborhood friends.					
12. Black students get a better education in racially mixed schools.					
13. White teachers don't like teaching in schools located in areas like Harlem.					
14. Even if a black child works hard and gets good grades, getting a good job will still be difficult.					
15. Black teachers don't like teaching in schools located in areas like Harlem.					
16. Pupils who stay in their own neighborhood seem to get along better and learn more than those who attend schools outside their neighborhood.					

CENTER for URBAN EDUCATION

OPEN ENROLLMENT ELEMENTARY AND JUNIOR HIGH

CHILDREN'S INFORMAL INTERVIEW

1. INTRODUCTION:

   We are studying some things about this school and other schools. We would like to know some things about your feelings and opinions.

2. Do you know about the Open Enrollment program? ________________

   ____

   Explanation of Open Enrollment: The Open Enrollment Program is conducted by the New York City Board of Education; children from schools with a large number of Negro and Puerto Rican children, are allowed to transfer to schools where most of the children are white.

3. What school did you attend before you entered this one? ________

   ____

4. What grade were you in when you entered the Open Enrollment program?

   ____

5. Explain why you think you entered the Open Enrollment program?

   ____

   ____

   ____

6. Did you and your parents discuss whether or not you should transfer to another school? ____

   ____

   ____

7. Do you think this Open Enrollment experience has had any effect on:

   your academic achievement? Yes No

   your ambitions? Yes No

   your feelings about yourself? Yes No

   If yes, what effect? Explain ________________________________

   ____

   ____

   ____

8. As you look back how did you feel about your classmates when you first entered the Open Enrollment program? ____________________

____

____

____

Have your feelings changed since then? ____________________

____

____

9. How did you feel about your teachers when you first entered the Open Enrollment Program? ____________________

____

____

____

____

Have your feelings changed? ____________________

____

____

____

10. How do you think your classmates felt about you when you first entered the program? ____________________

____

____

____

Do you think their feelings have changed? ____________________

____

____

____

11. How do you think your teachers felt about you when you first entered the program? ____

____

____

____

Do you think their feelings have changed? ____________________

____

____

12. Do you think the Open Enrollment program should be continued?

____

If you think this program is good when do you think it should begin? Elementary or secondary school? ______________________

____

____

13. How did you feel about racial integration and racial segregation when you first entered the Open Enrollment program? _________

____

____

____

____

Have your feelings changed? ____________________________________

____

____

____

____

B29

CENTER FOR URBAN EDUCATION

Evaluation of Free-Choice Open Enrollment Program

May 28, 1968

Dear Parent:

We are the research staff who have been assigned the responsibility of evaluating the effectiveness of the educational program in the school your child attends. As you may know, part of this program is financed through money provided to New York City by the federal government in Washington, and the law which provides that money also insists that the program be evaluated each year.

In New York City, the Board of Education has asked outside agencies to evaluate the programs in the public schools, and we at the Center for Urban Education have been given the responsibility for evaluating the Free-Choice Open Enrollment, or school bussing program in your child's school. The Center for Urban Education is a research laboratory set-up in New York by the United States Office of Education, to do research and evaluation in this area.

We would like to provide you with the chance to tell us what you think about the program we are studying and about what changes have taken place in this school since the program began. Therefore, we have hired a group of parents who will visit schools and talk to other parents. Our team of parents will be in your child's school on the day listed below, and if you would like to tell us your opinions of the program you are free to drop in any time during the day. No appointment is necessary, and no names will be recorded or used. In fact, if you prefer to express your opinions on paper rather than by talking to our team, they will have forms prepared for you to write down what you think. You can complete the forms in school or mail them to us. You are free to say as much or as little as you like and of course, can express any feeling or point of view you wish. We simply would like to talk to as many parents as possible, and hear as many opinions as possible. We hope you will take this opportunity to let us know your thoughts about the program and your child's education.

Yours truly,

David J Fox

DJF:jl

David J. Fox
Project Coordinator

Date in June When Team Will be in Your Child's School

10 11 12 13 14 17 18 19 20 21 24 25 26

Time:	From:	8:30	9:00	9:30	11:30	12:00	12:30
	To:	11:30	12:00	2:30	3:00	3:30	5:00

B30

Centro de Educacion Urbana

Evaluacion del Programa de Matriculacion Libre

Estimado Padre:

Nosotros pertenecemos a la comision de averiguacion que fue designada para la evaluacion de la efectividad del programa educacional en la escuela que su hijo atiende. Como Ud. debe saber, parte de este programa esta financiado con fondos federales asignados a la ciudad de Nueva York, y la ley por la cual el dinero es obtenido tambien insiste en que el programa sea evaluado todos los anos.

En Nueva York, el Departamento de Educacion ha pedicto a agencias privadas la evaluacion del programa de las escuelas publicas, y a nosotros, El Centro de Educacion Urbana, se le ha conferido la responsabilidad en la evaluacion del programa de Matriculacion Libre. El Centro de Educacion Urbana es una comision preparada en Nueva York por intermedio de la oficina de Educacion de los Stados Unidos, con el objetivo de evaluacion en la zona.

Nosotros deseamos ofrecerle la oportunidad de que nos puedan decir lo que Uds. piensan acerca del programa que estamos estudiando y que cambios ha habido en la escuela desde que comenzo el programa. Con ese fin hemos empleado un grupo de padres los cuales visitaran las escuelas para conversar con los demas padres. El grupo de padres visitara la escuela que su hijo atiende en los dias anotados abajo, y si Ud. tiene interes en comunicarnos sus opiniones respecto al programa, por favor sientese libre de llegar a la escuela a cualquier hora. No es necesario reservar hora de visita y ningun nombre sera usado. En el caso que Ud. quisiera escpresar sus opiniones por escrito en lugar de conversar con el grupo ellos tendran unas planillas para ser llenadas con sus impresiones. Ud. puede llevar las planillas en la escuela o, si prefiere, mandarlas por correo. Por supuesto, Ud. puede escpresar sus opiniones libremente y decir cuanto quiera en referencia a su punto de vista. A nosotros nos agrada hablar con cuantos padres sea posible y escuchar muchos opiniones. Esperamos que Ud. aproveche esta oportunidad para dejamos saber sus ideas respecto al programa y a la educacion de su hijo.

Sinceramente suyo,

David J. Fox

Coordinador del projecto

Fecha en junio en la cual el grupo estara en la escuela de su hijo:

Hora Desde

Hasta

THE CENTER FOR URBAN EDUCATION
Evaluation of Services to Children in Open Enrollment Receiving Schools

May 29, 1968

Dear Principal:

As you know, the evaluation of the above program is related to your school, insofar as your school has been a "sending" school.

The last weeks of the academic year find us with one aspect of our study in which we would like your participation. We would like to assess parental opinions concerning the open enrollment program as it has been conducted over the years. We have recruited a team of parents through the Parents Associations to conduct the interviews. This, by the way, is the first instance in which parents have participated in any of the Title I evaluations as part of the regular data-collection process and we think it is an important development.

We are asking you for a room within the school where our interviewers can sit to conduct these interviews. In addition we need your cooperation in distributing letters, to be taken home by the students, explaining the purpose of the parent interview. Will you please return the enclosed card to let us know what day after June 7th is most convenient for you. If you prefer, you may call 286-2396 and make arrangements with Mrs. Stewart, our research coordinator.

Thank you for your cooperation.

Sincerely yours,
David J. Fox
David J. Fox
Evaluation Director

DJF:sp
Encl.

CENTER FOR URBAN EDUCATION

Evaluation of Free Choice Open Enrollment
Program

May 16, 1968

Dear Parent:

The Center for Urban Education is now evaluating the Open Enrollment Program for the New York City Board of Education. As you may know, this program is designed to promote quality integrated education in the schools. Pupils residing in economically disadvantaged areas where there are heavy concentrations of minority groups are given the opportunity to transfer to schools with unused space and a more varied ethnic distribution.

As part of the evaluation we should like the reactions of parents to this program, and so a member of our staff would like to call on you within the next few days to ask for your anonymous opinions. Although neither time nor money will permit us to interview every parent, we will contact as many as possible. Please return the enclosed post card to let us know if you are willing to be interviewed.

We should like to thank you in advance for your cooperation and assistance.

Yours truly,
David J Fox
David J. Fox
Evaluation Chairman

DJF:sp
Encl.

FOR RESIDENT PARENTS

PARENT'S QUESTIONNAIRE

1. Please check the correct box indicating your highest educational level:

   ☐ Less than high school

   ☐ High school graduate

   ☐ Some school or college after high school

2. How many activities have you attended at your child's school within the last year? Please circle the correct answer.

   A. 0 activities
   B. 1 or 2 activities
   C. 3 or 4 activities
   D. 5 or more activities

3. Have you met your child's teacher or teachers? (Please circle)

   Yes No

4. Have you met your child's principal? (Please circle) Yes No

5. Please circle the reasons why you have visited your child's school within the last year:

   A. Voluntarily visited to find out about child's good behavior

   B. Voluntarily visited to find out about child's bad behavior

   C. Called in about child's good behavior

   D. Called in about child's bad behavior

   E. Voluntarily visited to find out about child's school work

   F. Called in about child's school work

   G. Social functions

   H. Graduation ceremony

   I. Child's attendance

   J. Other reasons (Please explain)

   ____

   ____

   ____

6. Do you know about the Open Enrollment Program conducted by the New York City Board of Education whereby a child, from a school with a large number of Negro and Puerto Rican children, is allowed to transfer to a predominantly white school with unused space? (Please circle)

   A. Yes, I know about the program

   B. No, I do not know about the program

   If your answer is No you do not need to complete pages 2 and 3 of this questionnaire. PLEASE TURN DIRECTLY TO PAGE 4.

   If your answer is Yes please finish the entire questionnaire.

7. Please circle the statement which applies to you:

   A. My child attends a neighborhood school and there is no bussing of children in or out.

   B. My child attends a neighborhood school which busses some children out to schools in other neighborhoods.

   C. My child is bussed to a school outside our neighborhood.

8. Have you discussed the Open Enrollment Program with anyone? (Please circle)

   Yes No

   If Yes please circle all the persons with whom you talked and indicate by a check whether they were in favor or not in favor of the Open Enrollment Program.

	In Favor	Not in Favor
A. Husband or wife		
B. Child		
C. Neighbor		
D. Minister		
E. Teacher		
F. Principal		
G. Social Worker		
H. Other relative Relationship: ____________		
I. Parents of child in Open Enrollment Program		
J. A child bussed in for Open Enrollment Program		
K. Community leader		

9. Please circle the statement with which you agree:

   A. The Open Enrollment Program should be abolished.

   B. The Open Enrollment Program should be continued.

   Why? ____

____

____

____

10. Please put a circle around all statements with which you agree:

    I would send my child out of the neighborhood to school:

    A. If I thought my child would achieve more.

    B. If I did not like the quality of teaching in the school that my child was attending.

    C. If I wanted my child to go to a school in a better neighborhood.

    D. If I felt that the behavior problems in the school he was attending were too numerous.

    E. If I wanted my child to meet children with a variety of racial backgrounds.

How do you feel the following aspects of your child's education have changed since his school became an Open Enrollment School?

	Better	Same	Worse
Child's interest in school			
Teachers' attitudes toward your child			
Relationships with other children			
Reading ability			
Ability in mathematics			

We wish to thank you for volunteering to take advantage of this opportunity to express your opinions. We are happy that parents can be included in this evaluation because we believe parents have a special contribution to make. At the completion of this study the results will be made available in a special report. If you would like to receive a summary of the special report, please fill out the form below.

NAME ____

ADDRESS ____

Below is a list of statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
1. A school boycott is an excellent way to get results from the Board of Education.					
2. Schools where most children are Negro should have mostly Negro teachers.					
3. Children should go to school in their own neighborhood and should not be bussed out for any reason.					
4. I would send my child out of the neighborhood to school if I thought he would get a better education.					
5. If I had the money I would send my child to a private school.					
6. If my child were forever getting into trouble with the teachers I would send him out of the neighborhood to school.					
7. I am tired of hearing about integration and segregation in the public schools.					
8. The N.Y.C. Board of Education is sincere about wanting to integrate the schools.					
9. If my child were forever getting into trouble with other children I would send him out of the neighborhood to school.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
10. Children attending public schools today are not doing well in reading.					
11. Black and Puerto Rican children learn better when the schools are racially mixed.					
12. We should be more concerned with improving the neighborhood schools than with trying to achieve full integration.					
13. Any child who works hard and gets good grades can get someplace in this world.					
14. My children are getting a good education.					
15. White children learn better when the schools are racially mixed.					
16. My child is very conscientious about his schoolwork and wants to do well in school.					
17. The teachers in my child's school spend too much time on discipline and not enough time on teaching.					
18. There is too much trouble on the busses which take children to and from school.					
19. The teachers in my child's school seem to feel that the children just aren't smart enough to learn anything.					
20. The schools in areas like Harlem are terrible.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
21. Parents want the best education for their children.					
22. Academic standards are higher in schools where most students are white.					
23. Teachers don't like teaching in areas like Harlem.					
24. Children who go to schools outside their neighborhood do not have enough time to enjoy their neighborhood friends.					
25. Ghetto area schools have very poor discipline.					
26. The material they teach in ghetto area schools is dull and boring.					
27. Hard work in school and good grades will help a black or Puerto Rican child, but getting a good job will still be difficult.					
28. Parents can bring about substantial changes in schools.					
29. I feel that if I sincerely want to get something accomplished and put my mind and energies to it I can get it accomplished.					
30. Parents in ghetto areas do not teach their children to behave.					
31. The Open Enrollment Schools are too far from home.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
32. The children who stay in their own neighborhood school seem to get along better with other children than the children who are bussed to Open Enrollment Schools.					
33. Children have too much difficulty making friends at schools outside their neighborhood.					
34. The schools selected as Open Enrollment Schools are better than the schools in areas like Harlem.					
35. The children who stay in their own neighborhood schools seem to learn more than the children who are bussed to Open Enrollment Schools.					

What subjects and areas do you feel quality education should include? Please put a 1 next to your first choice, a 2 next to your second choice, etc.

A. Arithmetic
B. Writing
C. Reading
D. American History
E. Social Studies
F. Geography
G. Art

H. Music
I. Cultural Heritage
J. Negro History
K. African Languages
L. French
M. Spanish
N. German

Below are listed some areas of work which your child might well be engaged in after he finishes his education. If there is an area not listed which you would like to add please do so. Please check the columns to show THE WORK YOU WOULD LIKE YOUR CHILD TO DO, THE WORK YOU THINK YOUR CHILD WOULD LIKE TO DO, and THE WORK YOU THINK YOUR CHILD WILL ACTUALLY BE DOING when he finishes his education. (Check one in each column.)

	Work I Would Like My Child To Do	Work My Child Wants To Do	Work I Think My Child Will Actually Do
Clerical or Sales Work			
Law			
Politics			
Skilled Trades			
Sports			
City Transit Work			
Teaching			
Nursing			
Service Work			
Civil Service			
Medicine			
Mathematics			
Chemistry			
Physics			
Biology			
Art			
Music			
Own Business			

FOR PARENTS WHO DID NOT SEND CHILDREN TO O.E. SCHOOL

PARENT'S QUESTIONNAIRE

1. Please check the correct box indicating your highest educational level:

   ☐ Less than high school

   ☐ High school graduate

   ☐ Some school or college after high school

2. How many activities have you attended at your child's school within the last year? Please circle the correct answer.

A. 0 activities	C. 3 or 4 activities
B. 1 or 2 activities	D. 5 or more activities

3. Have you met your child's teacher or teachers? (Please circle)

   Yes No

4. Have you met your child's principal? (Please circle) Yes No

5. Please circle the reasons why you have visited your child's school within the last year:

   A. Voluntarily visited to find out about child's good behavior

   B. Voluntarily visited to find out about child's bad behavior

   C. Called in about child's good behavior

   D. Called in about child's bad behavior

   E. Voluntarily visited to find out about child's school work

   F. Called in about child's school work

   G. Social functions

   H. Graduation ceremony

   I. Child's attendance

   J. Other reasons (Please explain)

   ____

   ____

   ____

6. Do you know about the Open Enrollment Program conducted by the New York City Board of Education whereby a child, from a school with a large number of Negro and Puerto Rican children, is allowed to transfer to a predominantly white school with unused space? (Please circle)

    A. Yes, I know about the program

    B. No, I do not know about the program

    If your answer is No you do not need to complete pages 2 and 3 of this questionnaire. PLEASE TURN DIRECTLY TO PAGE 4.

    If you answer is Yes please finish the entire questionnaire.

7. Please circle the statement which applies to you:

    A. My child attends a neighborhood school and there is no bussing of children in or out.

    B. My child attends his neighborhood school and other children are bussed in.

    C. My child attends a neighborhood school which busses some children out to schools in other neighborhoods.

    D. My child is bussed to a school outside our neighborhood.

8. Have you discussed the Open Enrollment Program with anyone? (Please circle) Yes No

    If Yes please circle all the persons with whom you talked and indicate by a check whether they encouraged or discouraged your entering your child in the Open Enrollment Program.

	Encouraged	Discouraged
A. Husband or wife		
B. My child		
C. Neighbor		
D. Minister		
E. Teacher		
F. Principal		
G. Social worker		
H. Other relative Relationship: ____________		
I. Parents of child in Open Enrollment Program		
J. Community leader		

9. Please circle the statement with which you agree:

   A. The Open Enrollment Program should be abolished.

   B. The Open Enrollment Program should be continued.

   Why? ______________________________

____

____

____

10. Please put a circle around all statements with which you agree:

    I did not send my child to an Open Enrollment School because:

    A. I did not know about the program when it first began.

    B. The Open Enrollment Schools are too far from home.

    C. I am satisfied with the neighborhood school.

    D. I wanted my child to stay with his friends.

    E. I did not want my child to go to an integrated school at all.

    F. I did not want my child to go to an integrated school where he would be in the minority.

We wish to thank you for volunteering to take advantage of this opportunity to express your opinions. We are happy that parents can be included in this evaluation because we believe parents have a special contribution to make. At the completion of this study the results will be made available in a special report. If you would like to receive a summary of the special report, please fill out the form below.

NAME ______________________________

ADDRESS ______________________________

Below is a list of statements which are frequently made about schools, education, and people. Please check the appropriate column to indicate whether you agree or disagree with each statement or have no opinion.

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
1. A school boycott is an excellent way to get results from the Board of Education.					
2. Schools where most children are Negro should have mostly Negro teachers.					
3. Children should go to school in their own neighborhood and should not be bussed out for any reason.					
4. I would send my child out of the neighborhood to school if I thought he would get a better education.					
5. If I had the money I would send my child to a private school.					
6. If my child were forever getting into trouble with the teachers I would send him out of the neighborhood to school.					
7. I am tired of hearing about integration and segregation in the public schools.					
8. The N.Y.C. Board of Education is sincere about wanting to integrate the schools.					
9. If my child were forever getting into trouble with other children I would send him out of the neighborhood to school.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
10. Children attending public schools today are not doing well in reading.					
11. Black and Puerto Rican children learn better when the schools are racially mixed.					
12. We should be more concerned with improving the neighborhood schools than with trying to achieve full integration.					
13. Any child who works hard and gets good grades can get someplace in this world.					
14. My children are getting a good education.					
15. White children learn better when the schools are racially mixed.					
16. My child is very conscientious about his schoolwork and wants to do well in school.					
17. The teachers in my child's school spend too much time on discipline and not enough time on teaching.					
18. There is too much trouble on the busses which take children to and from school.					
19. The teachers in my child's school seem to feel that the children just aren't smart enough to learn anything.					
20. The schools in areas like Harlem are terrible.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
21. Parents want the best education for their children.					
22. Academic standards are higher in schools where most students are white.					
23. Teachers don't like teaching in areas like Harlem.					
24. Children who go to schools outside their heighborhood do not have enough time to enjoy their neighborhood friends.					
25. Ghetto area schools have very poor discipline.					
26. The material they teach in ghetto area schools is dull and boring.					
27. Hard work in school and good grades will help a black or Puerto Rican child, but getting a good job will still be difficult.					
28. Parents can bring about substantial changes in schools.					
29. I feel that if I sincerely want to get something accomplished and put my mind and energies to it I can get it accomplished.					
30. Parents in ghetto areas do not teach their children to behave.					
31. The Open Enrollment Schools are too far from home.					

	I Strongly Agree	I Agree	I Have No Opinion	I Disagree	I Strongly Disagree
32. The children who stay in their own neighborhood school seem to get along better with other children than the children who are bussed to Open Enrollment Schools.					
33. Children have too much difficulty making friends at schools outside their neighborhood.					
34. The schools selected as Open Enrollment Schools are better than the schools in areas like Harlem.					
35. The children who stay in their own neighborhood schools seem to learn more than the children who are bussed to Open Enrollment Schools.					

What subjects and areas do you feel quality education should include? Please put a 1 next to your first choice, a 2 next to your second choice, etc.

A. Arithmetic

B. Writing

C. Reading

D. American History

E. Social Studies

F. Geography

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Below are listed some areas of work which your child might well be engaged in after he finishes his education. If there is an area not listed which you would like to add please do so. Please check the columns to show THE WORK YOU WOULD LIKE YOUR CHILD TO DO, THE WORK YOU THINK YOUR CHILD WOULD LIKE TO DO, and THE WORK YOU THINK YOUR CHILD WILL ACTUALLY BE DOING when he finishes his education. (Check one in each column.)

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Politics			
Skilled Trades			
Sports			
City Transit Work			
Teaching			
Nursing			
Service Work			
Civil Service			
Medicine			
Mathematics			
Chemistry			
Physics			
Biology			
Art			
Music			
Own Business			

FOR PARENTS WHO SENT CHILDREN TO O.E. SCHOOL

PARENT'S QUESTIONNAIRE

1. Please check the correct box indicating your highest educational level:

   ☐ Less than high school

   ☐ High school graduate

   ☐ Some school or college after high school

2. How many activities have you attended at your child's school within the last year? Please circle the correct answer.

   A. 0 activities
   B. 1 or 2 activities
   C. 3 or 4 activities
   D. 5 or more activities

3. Have you met your child's teacher or teachers? (Please circle)

   Yes No

4. Have you met your child's principal? (Please circle) Yes No

5. Please circle the reasons why you have visited your child's school within the last year:

   A. Voluntarily visited to find out about child's good behavior

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   E. Voluntarily visited to find out about child's school work

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   G. Social functions

   H. Graduation ceremony

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   J. Other reasons (Please explain)

6. Do you know about the Open Enrollment Program conducted by the New York City Board of Education whereby a child, from a school with a large number of Negro and Puerto Rican children, is allowed to transfer to a predominantly white school with unused space? (Please circle)

   A. Yes, I know about the program
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   C. My child attends a neighborhood school which busses some children out to schools in other neighborhoods.

   D. My child is bussed to a school outside our neighborhood.

8. Have you discussed the Open Enrollment Program with anyone? (Please circle) Yes No

   If Yes please circle all the persons with whom you talked and indicate by a check whether they encouraged or discouraged your entering your child in the Open Enrollment Program.

	Encouraged	Discouraged
A. Husband or wife		
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D. Minister		
E. Teacher		
F. Principal		
G. Social worker		
H. Other relative Relationship: ____________		
I. Parents of child in Open Enrollment Program		
J. Community leader		

9. Please circle the statement with which you agree:

   A. the Open Enrollment Program should be abolished.

   B. The Open Enrollment Program should be continued.

   Why?

10. Please put a circle around all statements with which you agree:

    I sent my child to an Open Enrollment School because:

    A. I thought he would get a better education.

    B. I did not like the school he was attending.

    C. I wanted him to go to a school in a better neighborhood.

    D. I wanted my child to get away from the bad influence of other children in his school.

    E. I wanted my child to go to an integrated school.

How do you feel the following aspects of your child's education have changed now that he is attending an Open Enrollment School?

	Better	Same	Worse
Child's interest in school			
Teachers' attitudes toward your child			
Relationships with other children			
Reading ability			
Ability in mathematics			

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NAME ______________________________________

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City Transit Work			
Teaching			
Nursing			
Service Work			
Civil Service			
Medicine			
Mathematics			
Chemistry			
Physics			
Biology			
Art			
Music			
Own Business			

He aqui un grupo de comentarios que se hacen frequentemente sobre las escuelas, la educacion y la gente. Favor hacer una X en la columna que mejor indica se Ud. esta de acuerdo con cada comentario o si no tiene opinion.

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
1.Boicotear la escuela es una forma excelente de adquirir resultados de la Junta de Educacion					
2.Escuelas donde la mayoria de ninos son negros deben tener majormente maestros negros					
3.Ninos deben asistir a la escuela en su vecindario y no deben de ser transportados afuera por ninguna razon					
4.Enviaria a mi nino a una escuela en otro vecindario si pensara que adquiriria una mejor educacion.					
5.Si tuviera el dinero enviaria a mi nino a una escuela privada					
6.Si mi nino tuviera problemas con los maestros lo enviaria a una escuela fuera del vecindario.					
7.Estoy cansado de escuchar sobre la integracion y segregacion en las escuelas publicas.					

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
8.La Junta de Educacion de la Ciudad de Nueva York es sincera sobre su deseo de integrar las escuelas.					
9.Si mi nino tuviera problemas con otros ninos lo enviaria a una escuela en otro vecindario					
10.Ninos que asisten a las escuelas publicas hoy en dia no aprenden bien a leer					
11.Los ninos negros y puertoriquenos aprenden mejor cuando las escuelas son integradas.					
12.Debemos estar mas pendientes de mejorar las escuelas del vecindario que de lograr integracion total.					
13.Cualquier nino que se aplique y obtenga buenas notas puede llegar a ser algo en le mundo.					
14.Mis ninos estan adquiriendo una buena educacion.					
15.Ninos blancos aprenden mejor cuando las escuelas son integradas.					

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
16.Mi nino se interesa mucho en el trabajo de la escuela y quiere salir bien en la escuela					
17.Los maestros en la escuela de mi nino dedican demasiado tiempo a la disciplina y no suficiente tiempo a ensenar.					
18.Hay demasiados problemas en los autobuses escolares					
19.Los maestros en la escuela de mi nino aparentemente piensan que los ninos no son suficientemente inteligentes por aprender algo.					
20.Las escuelas en comunidades como Harlem son terribles					
21.Los padres quieren la mejor educacion para su ninos					
22.Los niveles escolasticos son mejores en escuelas donde predominan los estudiantes blancos					
23.A los maestros no les agrada ensenar en comunidades como Harlem.					
24.Ninos que asisten a escuelas fuera de su vecindario no tienen tiempo suficiente para disfrutar de las amista das en su comunidad.					

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
25.Escuelas en comunidades muy pobres no tienen suficiente disciplina.					
26.El material que se ensena en comunidades pobres es aburrido y poco interesante					
27.Aplicacion en la escuela y buenas notas ayudara a un nino negro o puertoriqueno, pero le sera dificil conseguir un buen trabajo.					
28.Los padres pueden ajudar a mejorar las escuelas					
29.Pienso que sinceramente quiero lograr algo y si pongo mis energias y mi mente en ello, lo puedo lograr					
30.Padres en comunidades pobres no le ensenan a su nino como comportarse					
31.Las escuelas con Programa de Insripcion Publica estan muy lejas de la casa					
32.Los ninos que se quedan en las escuelas de su vecindario usualmente se llevan mejor con otros ninos que los ninos que son transportados a la escuela con el Programa de					

	Estoy muy de acuerdo	Estoy de acuerdo	No tengo opinion	No estoy de acuerdo	Estoy muy en contra
Inscripcion Publica.					
33.A los ninos se les dificulta hacer amigos en escuelas fuera de su vecindario.					
34.Las escuelas elegidas como Escuelas con Programa de Inscripcion Publica son mejores que las escuelas en comunidades como Harlem.					
35.Los ninos que se quedan en las escuelas de su vecindario aprenden mas que los ninos que son transportados a escuelas con Programa de Inscripcion Publico					

Que asinaturas piensa Ud. que debe incluir una buena educacion? Favor de poner el numero 1 al lado de su primera preferencia, 2 al lado de su segunda preferencia, etc.

A.Aritmetica
B.Escritura
C.Lectura
D.Historia Americana
E.Estudios Sociales
F.Geografia
G.Arte

H.Musica
I.Pasado cultural
J.Historia Negra
K.Lenguages africanos
L.Frances
M.Espanol
N.Aleman

He aqui algunos tipos de trabajos en los cuales su nino podra trabajar despues de terminar su educacion. Si hay algun tipo de trabajo que no esta epuesto y Ud. desea anadirlo favor de hacerlo. Favor hacer una X en las columnas ensenando el tipo de trabajo que prefiere para su nino, el trabajo que Ud. piensa que mas le gustaria a su nino y el trabajo que Ud. piensa que su nino realmente va a hacer cuando termine su educacion (Favor escoger uno en cada columna)

	Trabajo que me gustaria para mi nino	Trabajo que mi nino prefiere	Trabajo que pienso que mi nino realmente hara
Clerical o ventas			
Leyes			
Politica			
Trabajos especializados			
Deportes			
Trabajo en la transportacion urbana			
Maestro			
Enfermera			
Trabajo de servicio			
Servicio civil			
Medicina			
Matematica			
Quimica			
Fisica			
Biologia			
Arte			
Musica			
Negocio propio			

APPENDIX C

STAFF LIST

Evaluation Director: Dr. David J. Fox, Assistant Dean
Research and Graduate Studies
School of Education
City College
City University of New York

Project Director: Colleen Stewart, Research Associate
Office of Research and
Evaluation Services
School of Education
City College
City University of New York

Co-Director: Dr. Vera Pitts, Assistant Professor
Department of Elementary Education
City College
City University of New York

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OFFICE OF EDUCATION
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New York City - General

CENTER FOR URBAN EDUCATION
EDUCATIONAL RESEARCH COMMITTEE
ESEA TITLE I EVALUATIONS

09314E

New York City General

SUMMARY REPORT

Date: November 1968

Project: Services to Children in Open Enrollment Receiving Schools (0468)

Evaluation Director: Dr. David J. Fox, Assistant Dean
Research and Graduate Studies
School of Education
City College
City University of New York

Co-Director: Dr. Vera Pitts, Assistant Professor
Department of Elementary Education
City College
City University of New York

Co-Director: Colleen Stewart, Research Associate
Office of Research and
Evaluation Services
School of Education
City College
City University of New York

UD 009 314

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

I. PROJECT DESCRIPTION

A. Introduction

Dating back to 1960, the Free Choice Open Enrollment Program (hereafter referred to as O.E.) has now been in operation for eight years. Intended to bring better educational opportunities to minority group students, this program allows parents to transfer their children from predominantly Negro-Puerto Rican schools to schools with more space and a more varied ethnic population.

B. Objectives and Procedures

The objectives of the 1967-68 O.E. program were to "follow the child" in the school he transferred into to provide for improving the student's performance in reading and other skill areas. In addition, the program objectives related to specific characteristics of the educationally deprived child. At the elementary school level the objective of the program was "to improve the child's ability in reading."[1] The major objectives of the program at the Intermediate and Junior High School level were:

> "to improve performance in reading and other skill areas" and "to improve self-image and attitudes toward school, education, and self."[2]

The major objectives of the O.E. program at the high school level were to "make available to these pupils, opportunities to improve their academic performance and to improve their self-image and attitudes toward school and education."[3]

The Board of Education proposed to meet these objectives by providing additional personnel to the "receiving" schools at each level.

This evaluation concentrated on five areas developed from the program objectives:

1. Additional Personnel and Services
2. Children's Achievement
3. Children's Self-Image
4. Children's Attitude
5. Parental Attitude

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[1] Bernard E. Donovan, Summary of Proposed Programs 1967-68 Title I - Elementary and Secondary Education Act, p. 28.

[2] Ibid.

[3] Ibid. p. 29.

1. The Provision of Additional Personnel and Services

To evaluate provisions for additional personnel and services, principals of "receiving" schools were sent letters explaining the evaluation and later they were sent questionnaires seeking the information required. A follow-up questionnaire was sent to schools whose principals did not reply within a reasonable length of time.

2. Achievement Data

To evaluate achievement, longitudinal achievement data on both O.E. pupils and resident pupils (those students who were attending their neighborhood school)[4] were compiled from the cumulative records of 4,727 elementary[5] school children. These data were used to describe and compare the reading achievement of fourth, fifth, and sixth grade O.E. pupils and their resident schoolmates.

3. Self-Image Inventory

The evaluation of self-image was based on categories devised and used by Jersild[6] in evaluating data collected for his study on self-acceptance. To administer this inventory, the evaluation staff recruited a team of parents (hereafter referred to as staff parents) of children in the participating receiving and sending schools.

4. Children's Attitudes

Children's attitudes were evaluated through open-ended interviews conducted with a randomly selected sample of 32 fifth grade students and 482 sixth grade students in May and June.[7] The staff parents also conducted this interview.

5. Parental Attitudes

The purpose of the study of parents was to assess the attitudes of patents who might have some knowledge of the program. Three types of parents were interviewed:

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[4] The collection of these data was made possible only through the kind cooperation of several school principals who provided space and advice to the data collectors.

[5] An attempt to use the records of junior high school students was also made but a sufficiently large sample could not be developed.

[6] Arthur T. Jersild, In Search of Self, pp. 135-141.

[7] Fifth grade classes were chosen when the sixth grade classes at one school had too few O.E. students enrolled.

1. Parents who lived in the neighborhood of and had children attending the "receiving" school.

2. Parents who lived in the neighborhood of and had children attending the "sending" school.

3. Parents who had availed themselves of the opportunity to transfer their children into the O.E. program.

Parents were interviewed to estimate general attitudes towards the program and were given a questionnaire to estimate general attitudes towards educational topics. Part II of the questionnaire was left with the parent along with a stamped envelope, to be returned to the evaluation team. This was done to insure anonymity. No attempt was made to distinguish the type of parent replying to Part II of the questionnaire (i.e., resident parent, sending school parent, or parent of an O.E. child) since the parents had been assured of total anonymity.

II. FINDINGS

A. Additional Personnel and Class Size

The multiplicity of programs in New York City designed to foster school integration and to improve academic functioning and the many sources for funding and staffing these programs created problems for the schools in reporting on personnel specifically assigned for the O.E. project. The personnel assigned for the O.E. project was established for the elementary and junior high school levels, but not for the high schools.

1. Elementary "Receiving" Schools

The 1967-68 ESEA Title I project Application submitted by the Board of Education of the City of New York proposed that 75 elementary schools would receive additional personnel. Replies to questionnaires from a majority of the 75 elementary schools verified that they had received the proposed additional personnel. However, there were less corrective reading teachers and more enrichment teachers, but there was an overlap in function.

The Board of Education's Project Description pointed out that the major emphases of the O.E. program would be to improve the reading ability of the O.E. children and to reduce class size by these additional positions.

The data indicate that the effort in 1967-68 to reduce class size had not succeeded in achieving reductions beyond those already achieved in previous years, where the results had been uneven.

2. Intermediate and Junior High Schools

At the intermediate and junior high school level the Board of Education proposed that a total of 73 ESEA positions be provided to 37 O.E. receiving schools. Replies from a majority of the schools verified that they had received the additional personnel. Responses to the question on class size were so few in number that it is impossible to determine whether or not class size has increased or decreased since these junior high and intermediate schools were designated Open Enrollment.

B. Children's Attitudes and Self-Perceptions

1. Children's Attitudes

The O.E. children were asked to react to eight aspects of their perceptions of the O.E. experience. Four aspects referred to their own feelings toward their classmates and teachers upon entering the program and the change in these feelings after having been in the O.E. program. The other four involved their perceptions of their classmates' and teachers' feelings toward them when they first entered the program and their perception of how these feelings had changed.

In general, the O.E. children reported they had had positive feelings toward their teachers and classmates on entering the O.E. program and reported that they had maintained these feelings after having been in the program. The O.E. children also reported they perceived their teachers as "liking" them initially and continued to do so after having been in the O.E. program. While the O.E. children reported that they were not certain if their classmates liked them when they entered the program, they thought their classmates liked them now. Moreover, the majority of the O.E. children reported that they had positive feelings toward their classmates when they entered the program. The great majority reported that they had maintained these feelings after having been in the program.

The majority of the O.E. children who answered the question concerning the effect of the O.E. program on their academic achievement, ambitions, and feelings about themselves felt that the O.E. experience had beneficially affected them. The factors most often mentioned were "work improved," "increased confidence," and "better teachers."

2. Children's Self-Perceptions

The instrument used to evaluate children's self-perceptions[8] was a simple three-part check list. The child was presented with 21 characteristics of self[9] and asked to evaluate each of the 21 aspects three times, first in terms of the extent to which he liked or disliked this aspect of himself, then in terms of whether or not he thought he might improve this aspect, and finally in terms of how he believed he compared with his classmates.

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[8] This instrument was administered both to the children being bussed (O.E.) and the children who resided in the neighborhood of the receiving school, i.e., the resident children (Res.).

The children were generally quite pleased with the aspects of self about which we questioned them, felt they compared well to others, and yet still felt they could improve.

Another aspect of the self-perception is reflected in the ordering of the items. The characteristics for which children had the highest proportion of positive perceptions were those which would be considered physical, social, or interpersonal, including such physical characteristics as dress and personal neatness, and such abilities as having fun, making friends at school, getting along with other children, and helping others. In contrast, at the bottom of the list appear characteristics which would be considered academic: school, grades, and ability to study and to do arithmetic. In considering this aspect of the data, however, the reader should not forget that we are discussiong ranking data, and that even for these characteristics ranked relatively low the proportion of O.E. children who had positive perceptions of themselves remained relatively high.

C. Children's Achievement in Reading

1. Description of Reading Achievement for O.E. and Resident Children as of Spring 1968

Reading achievement data were obtained for 4,357 children in fourth, fifth, and sixth grades, of whom 804 were O.E. children. The data reveal that as in previous years O.E. children were consistently reading below grade expectations from the fourth to the sixth grade, with the resident children of the receiving school reading at or above grade level.

For more intensive study of reading achievement and histories, the records of 680 O.E. children were analyzed, eliminating all those children who had ever been held over or whose records were insufficiently complete. Similar analyses were done of the records of a randomly selected sample of similar size of resident children.

Overall gains were made by about four-fifths of both O.E. and resident children at each grade. Another 10 per cent did not change in recorded reading level, despite the entire year in school. In addition, as in previous studies, a minority, but still 8 per cent to 14 per cent of the children, actually showed a loss in recorded reading level. Most of these losses were less than a half year, but some exceeded a full year. In each grade the gains achieved by the resident children exceeded those made by the O.E. children, both in terms of the median gain and in terms of the percentage of children who had extremely good years who gained in excess of one year and six months.

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[9] The reader is reminded that the characteristics included were selected from the content analysis categories used in Jersild's study.

Large numbers of both O.E. and resident children showed erratic achievement performance. Therefore, an analysis was made to record gains, losses, and lack of change in their achievement.

Three significant findings from this analysis were noted. First, comparable, in fact nearly identical, percentages of O.E. and resident children had made continuous gains during their school careers. Second, almost equal percentages of both groups had sustained one large drop during their school careers. And third, it was noted that comparable percentages of children had insufficient data on their cumulative record cards from which to make a comparison.

The analyses indicate the need for a thorough examination of the stability of the reading achievement data and the accuracy with which they are processed and recorded. The demands placed upon these data, not only for placement and teaching purposes but now for program evaluation as well, makes this an urgent need for the New York City schools.

D. School Achievement Profiles

Since concern has been expressed in debates over school integration as to the impact of integration on resident children's achievement, the evaluation team used the cumulative records at the Board of Education to collect data on school achievement profiles at three points:
1. the year before the school was designated a receiving school;[11]
2. the year immediately after; and 3. for 1967.[12] Data were available only for grades 3 and 6 since city-wide testing in other grades was not done prior to 1965. Two comparisons were made: the year before with the year after, and the year before with 1967.

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[11] Time did not permit the completion of a parallel analysis for sending schools in sufficient numbers to report.

[12] This study was completed before 1968 data were available.

The data lead to the important conclusion that the influx of children reading below grade level had little effect on the overall school achievement profile in part because the resident children did better than their predecessors had done before O.E.

E. Parental Attitudes and Opinions

A total of 189 parents were interviewed; 104 resident parents,[13] 42 sending school parents,[14] and 43 parents who sent their children to an O.E. school. As a group,[15] these parents indicated concern for their children's school work and the type of education their children were receiving. The majority of the parents were in favor of seeing the O.E. program continued. The parents of children attending O.E. schools felt that their children were performing as well, if not better, after participating in the O.E. program as before. The majority of the parents interviewed felt that they could "bring about substantial changes" in schools and a majority felt that a major educational concern should be the improvement of neighborhood schools rather than trying to achieve full integration. In considering these impressions the reader should remember that the data summarized here came from a small sample of parents with the proportion of O.E. and resident parents indeterminate.

III. CONCLUSIONS

Looking across all of the data, this evaluation of the Services to Children in Open Enrollment Receiving Schools for the school year 1967-68 can be summarized in these conclusions.

First, the program was basically implemented as proposed in terms of personnel but class size was not affected.

The second conclusion would be that the program has succeeded in achieving or sustaining positive impressions and attitudes among its participating children and parents. Attitudinal change is one of the major objectives of integration efforts such as the Open Enrollment program.

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[13] These are the parents of the resident (neighborhood) children.

[14] These are the parents of children eligible for the O.E. program but who attend school in their own neighborhood.

[15] The reader is reminded that there was no attempt to identify the type of parent replying to the questionnaire to insure anonymity.

Another conclusion would be that while no major change in reading achievement has been noted among participating O.E. children there is some indication of progress toward normal levels of achievement. For this year the proportion of O.E. fifth graders reading at or above grade level rose from 34 per cent in 1966-67 to 45 per cent and the proportion of sixth graders at or above grade level continued to approach three-fifths (58 per cent).

A fourth conclusion would be that there is clear indication that efforts to achieve this improvement has had only positive effects on the levels of achievement of the resident children. Nevertheless, unstable histories of both O.E. and resident students in reading progress suggest that the Board of Education should consider the process by which tests are given, scored,and the data recorded in order to validly evaluate reading achievement.

The Open Enrollment program while not proving that the child who transfers to an O.E. school is assured of progress in reading has not proven otherwise either. On the other hand, the data does suggest that the Open Enrollment program is no panacea for improving academic achievement. The fact that class size had not been significantly reduced indicates that O.E. students might require more individualized instruction than most are receiving. Early identification of and special attention to the poor reader who has transferred to an O.E. school in search of better instruction, is indicated from these conclusions.

These conclusions would indicate that the Free Choice Open Enrollment Program has functioned with some limited success.